Teachers' Guide for

OVER HILL AND PLAIN

SECOND SEMESTER BOOK

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The characters in this Guide are fictitious. They have been used to provide teachers with an opportunity to visit vicariously the classroom of a teacher who is using the LEARNING TO READ program.

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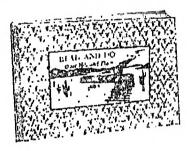


Introduction

The opening section of this Guide is a narrative account of the teaching procedures for the first story in Over Hill and Plain. It is the story of a teacher, whom we call Miss Adams, and her average group of third-grade children in a typical classroom situation.

Miss Adams used two basic third readers during the year: the Semester Edition of From Sea to Sea! during the first semester and Over Hill and Plain during the second semester. She also used the Teachers' Guide and Read and Do book to accompany each reader.





The first section of this Guide tells how Miss Adams guides her average group of pupils through the first story in Over Hill and Plain.² It also describes procedures used for the first two pages in Read and Do to accompany Over Hill and Plain.

In the remainder of this Guide the procedures for teaching each story are developed under the headings: BUILDING BACKGROUND, DEVELOPMENTAL READING, REREADING, ADDITIONAL READING ACTIVITIES, and RELATED EXPERIENCES.

¹ The Semester Edition of From Sea to Sea is a simplified form of the Full Year Edition of that book, designed for use during the first semester in the third grade. It presents fewer new words, fewer variant forms of words, a reduced proportion of the word-recognition program, and a simplified phraseology. The remainder of the word-recognition program included in the Full Year Edition of From Sea to Sea is introduced in Over Hill and Plain, which is intended for use during the second semester of the third year.

Teachers who wish to use only one basic reader during the entire third year will find a complete program offered in the Full Year Edition of From Sea to Sea and the accompanying Teachers' Guide and Read and Do book.

² See Teachers' Guide for the Semester Edition of From Sea to Sea for an account of procedures used during the first half of the third grade.

Over Hill and Plain

It was the first day of the second semester for Miss Adams' thirdgrade class.

"We are going to read new books today, aren't we?" asked Jack. "Yes, indeed," said Miss Adams. "We will look at your new books before we do anything else this morning."

When all of the children in Group II had arrived, Miss Adams showed them a copy of Over Hill and Plain. The children discussed the cover design and the old-fashioned train and the people in the cover picture. Then they read the title of the book, Miss Adams helping them with the new word *Plain*.

"Why do you think this book is called OVER HILL AND PLAIN?"

The children offered various opinions and finally concluded that some of the stories take place in hilly country and that others take place in the plains regions.

Miss Adams gave each child a copy of the book. "Turn to the first picture," she said. "Can you see any hills in this picture? Can you see a plain? The sheep in the picture have been pasturing on the plain. The boy is taking them around the hill and home.

"Turn to the list of stories. Here you will find the names of all the stories in your book. The book is divided into six parts, and each of these parts or sections has a title. Can you read the name of the first section?"

Miss Adams helped the children read the names of all six sections. She encouraged discussion about the different kinds of stories they would find in their new book as indicated by each of these section titles. She also called attention to the fact that in the table of contents the children could find the name of the author of each story as well as the page on which each story begins.

After the children had read through the last page of the table of contents Miss Adams asked them to turn the page and look at the picture with "Highways and Byways" printed at the top.

"This picture marks the beginning of the section of stories called 'Highways and Byways,' " explained Miss Adams. "Do you think the winding road in this picture is a 'highway' or a 'byway'?"

Following discussion in response to this question, Miss Adams explained that the man in the wagon was Mr. Big-John, and that the children would soon read a story about him.

SECTION I

The Strange and Wonderful Donkey

PAGES 9-15

Miss Adams next had the children turn to pages 8 and 9. She planned to use the picture on these pages as a basis for building background for the new story and for developing new words.

"The picture on these pages," explained Miss Adams, "goes with the story 'The Strange and Wonderful Donkey' which we will soon read. Do you see the strange and wonderful donkey? Does he look happy or sober? Yes, he looks sober."

Pages
9-11
often
sober
paid
given
attention

The word sober is a new word on the first page of the story, so Miss Adams wrote on the blackboard the children's response He looks sober. With this group of children she always introduced the new words before the children read them in their books, and usually for three or four pages at a time.

"Does the donkey seem to be paying any attention to anyone?" asked Miss Adams; and she wrote the italicized phrase on the blackboard as a means of introducing the new word attention.

"The man who is leading the donkey," continued Miss Adams, "owns the store which you see in the background. He also owns the horse and the delivery wagon. His name is on the wagon. Read and find out what it is.

"The people in this town bought many things at Mr. Walker's store. When they didn't have money they often paid by giving him other things." Miss Adams wrote the italicized phrase on the black-board, introducing the new words often and paid.

"He had been given some very strange things," continued Miss Adams as she wrote the italicized phrase containing the new word given. "Once somehody gave him some stovewood. Everybody seemed to give him something that was different."

Miss Adams wrote the three new compound words somebody, stove-wood, everybody on the blackboard as she mentioned each of them in her conversation. She then asked different children to underline and read the two separate words in each of these compound words.

"Now let's read and find out if someone gave Mr. Walker the sober little donkey, and what he did with it."

Up to this point Miss Adams had been building background, setting up motives for reading the story, and introducing the new words which appear on the first three pages of the story. She now had these three pages read in response to motivating statements and questions, as follows:

"Read page 9 to yourselves and find out how this donkey compared with other things Mr. Walker had brought home."

After the children had read the page silently, Miss Adams asked Louise to tell how the donkey compared with other things which Mr. Walker so often brought home.

Since Jack needed practice in oral reading, Miss Adams asked Jack to read the page orally as a check on Louise's answer.

"Now turn to page 10," said Miss Adams. "The first two paragraphs on this page tell how Mr. Walker happened to have the donkey. When you have read them, you may stand."

The children read silently, and soon all of them were standing. "How did Mr. Walker happen to have the donkey, Alice?"

"Someone paid his bill with the donkey," replied Alice.

"That's right," said Miss Adams. "Now read the rest of the page and find out what the children of the village did as Mr. Walker led the donkey home."

After the group had finished reading the page, Russell told what the children of the village had done.

"Page 11 tells how Mr. Walker's own children received the donkey. Read and find out what they did and said when they saw their father coming home with this sober little animal."

After the children had read the page silently, discussion followed in regard to what the Walker children had done and what they had said. Parts were read orally to verify statements made by different pupils.

"Now look at the picture at the bottom of the page. Which part of the story do you think this picture represents? Which of the children do you think is Jean? Which one is Tom?"

Miss Adams usually conducted discussion of a picture at the bottom of a page, or at the bottom of two pages, after the page or pages were read because in most cases such pictures are more closely related to the text toward the end of a page than to that at the beginning.

After the reading was completed, Miss Adams asked Shirley to collect the books. She always had the books collected after a reading lesson so that the stories would be new and interesting when the children read them together, and so that background discussion and motives for reading would be stimulating and effective.

Before the children went to their seats, Miss Adams introduced READ AND DO to accompany Over Hill. AND PLAIN.

"This is a book of interesting things for you to read and do while you are reading OVER HILL AND PLAIN." Miss Adams had the children read the title of the book and discuss the cover design and picture. Then she gave them their copies of READ AND DO.

"Turn to the first page," she said. "Look at the picture. This shows the inside of Mr. Walker's store and some of the people who traded with him. There is a story about these people under the picture. When you go to your seats you may read the story. Then write the answers to the questions at the bottom of the page."

In the afternoon Miss Adams had these children spend a period participating in reading activities in addition to those which they had had in working with the story in the reader and with Read and Do. Frequently she devoted an entire period to additional reading activities. At other times she had the children engage in one or more short activities at the end of the reading period. These activities were designed to develop ability in the fundamental skills of word recognition, interpretation of meaning, and application of study skills; and to increase appreciation.

On this particular afternoon Miss Adams gave the children practice in word regognition. Up to this point she had introduced the new words in oral context and written them on the blackboard. This group of children, however, needed much more instruction in order to develop maximum facility in attacking words independently.

Several new compound words composed of two known words appear in Section I of the reader. These words are: somebody, somehow, everybody, stdvewood, whenever, farmyards, Hoptown, schoolhouse, homemade, handmade, bedspreads, storekeeper, cowkeeper, themselves. Miss Adams gave practice on all of these compound words at this time, initiating the activity by saying, "So far we have had three new words which were made up of two words. Do you remember what they were?"

Miss Adams wrote in a column on the blackboard the words some-body, everybody, stovewood as the children suggested them.

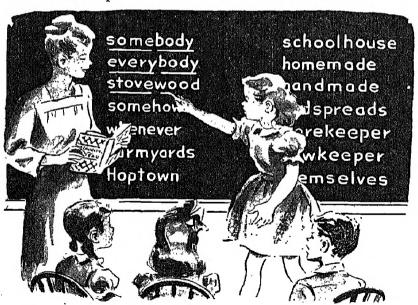
"Such words are called 'compound words,'" continued Miss Adams. "We are going to have several other new compound words in the first section of our reader. I will write them on the blackboard now and see if you can read them." She proceeded to write on the blackboard the remainder of the fourteen new compound words indicated above.

"Look at the first word. Can you find one word that you know within that word and underline it? Ann, try it. Read the word you underline.

"Can you find another word that you know within that same word? Henry, underline and read that word.

"Read the entire word, Louise."

Miss Adams continued in this way until the two words in each of the fourteen compound words had been underlined and read.



She then used the new word *paid* as a starting point for reviewing the vowel combinations *ai*, *ay*, *ea*, and *oa*, and the principle governing such combinations.

She began in this way: "In our story today we had a new word in which two vowels occur together in the middle of the word. Can you tell me what the word is?"

"Paid," replied Jack.

Miss Adams wrote *paid* on the blackboard. Then she asked the following questions: "What are the two vowels in *paid?* Which vowel has the long sound? Which is silent?"

She then wrote the following additional words on the blackboard and asked the children to answer the same questions about each of them: tail, rain, pay, say, Jean, beast, boat, road.

Following this discussion Miss Adams aided the children again to generalize this principle of which they had become aware during the first semester: When two vowels occur together in a word, the first one is usually long and the second one is usually silent.

"There are exceptions, of course, to this principle," explained Miss Adams. "It doesn't always work. Look at these words, for example." She wrote on the blackboard: said, head, feather, heavy. The children noted that the principle did not apply in these cases.

"But the principle usually holds true," said Miss Adams, "and now I am going to see how well you can apply it in working with some sentences."

Miss Adams had previously written on the blackboard the incomplete sentences and words below. She now asked the children to copy these sentences after going to their seats. She instructed them to complete the meaning of each sentence by selecting and writing in the blank space a word which contained two vowels occurring together and in which the first vowel was long and the second vowel silent.

Someone . . . Mr. Walker with a donkey. saw said paid

The donkey walked . . . ahead. fast straight slowly

Tom was four years older than Jack Polly Jean

Mr. Walker led the donkey down the

The next morning Miss Adams began the school day by reading the poem "Little Danny Donkey" 1 by Helen Cowles LaCron.

All of the children liked the pocm. Those who were reading "The Strange and Wonderful Donkey" enjoyed it especially since it was related to the theme of the story. Miss Adams frequently gave the children RELATED EXPERIENCES of this type.

When it was time for the children in Group II to have their morning reading period, they completed the reading of the story.

Miss Adams began her DEVELOPMENTAL READING by introducing the new words which the children would need in reading pages 12–15. She introduced these words through narrative conversation, as indicated below, writing the italicized phrases and words on the blackboard as she said them.

"The donkey in this story proved to be very interesting. He could curl his lips back over his teeth in an impolite grin. He could throw his head down and his heels up. He could trot as well as walk. And he had a funny bunch of hair at the end of his tail. There was one thing he liked very much to eat. I think you can tell what the word is. It begins with cl and has over in it. He liked to eat clover. The boys tried to do something with the donkey. The word is new, and it has two vowels together; the first vowel is long and the second vowel is silent. See if you can tell what the word is. They tried to lead him."

In neither of the last two developments did Miss Adams say the italicized phrases as she wrote them on the blackboard. The children were able to get the words *clover* and *lead* readily through phonetic attack. Miss Adams continually encouraged them to work out new words independently. (Please note that the words *clover* and *lead* are starred in the list on the margin of the page. Starred words in the marginal lists indicate that the children should be able to get those words phonetically.)

Having introduced the new words, she passed the readers and had the children turn to page 12. "Now we'll learn what happened after Mr. Walker got the donkey home," said Miss Adams. "Read the first paragraph and find out the first thing that the donkey did."

Additional motivating statements and questions which Miss Adams used as the children read this page were: "Read the next

¹ "Little Danny Donkey," by Helen Cowles LaCron, The Golden Flute, The John Day Company, New York, 1932.

Pages
12–15
*clover
bunch
trot
*lead
lips
impolite
heels

paragraphs and find out what the children said about the donkey. What did they decide to call him? Did anyone want to try to ride him?"

The children read the page silently, and discussion took place at appropriate points in response to the motives which Miss Adams used to keep interest alive as the reading proceeded.

The same general procedure was used in reading the rest of the pages. The motivating statements and questions which Miss Adams used are given below.

- (13) "Look at the picture. Here we see Susan having a grand ride. Read the first two paragraphs and find out if anything happened to her. Read the next two paragraphs and find out who else had rides. Read the rest of the page and find out what the boys planned to do."
- (14) "This page tells how the boys started off on their ride. Read and find out."
- (15) "This is the funny part of the story. Read the first two paragraphs and find out what the donkey did. Read the rest of the page and find out the children's final decision in regard to the donkey's name."

After reading page 15, the children had an enjoyable discussion of the various names which had been given to the donkey in the story: "Queer Beast," "Old Sober-Sides," "Strange and Wonderful," and "Tricky." They told why each of these names might be appropriate, and several additional names were suggested. Finally they voted on each of the names and decided which name the majority of the children would give the donkey if they had the privilege of naming him. Their decision was based on the information they had gathered while reading the story. This was an experience in summarizing, one of the study skills in reading.

Following discussion of the donkey's name, Miss Adams sent the children to their seats to work with page 2 in Read and Do. This page provides additional practice on new words in the story, and gives the children experience in associating a summarizing title with a thought unit.

Miss Adams again devoted the entire afternoon reading period to ADDITIONAL READING ACTIVITIES. After the children had enjoyed

reading a story in the reader, she used this story as a springboard for launching practice on additional reading skills. Normally these skills are not called into use while reading the story in the book itself, but they are needed in other types of school and life reading. She had found that these ADDITIONAL READING ACTIVITIES contributed greatly to the well-rounded development of her pupils' reading ability.

During this particular period she gave the pupils in Group II an additional experience in interpretation of meaning. She had previously selected from the story and had written on the black-board the sentences below.

Mr. Walker kept the village store.
Sometimes people could not pay their bills in money.
Sometimes they paid him in stovewood.
Everybody was excited except the sober little donkey.
The Walker children saw the procession coming.
Suddenly the donkey stopped short.
He paid no attention to anyone.
His lips curled back over his teeth.
The donkey began to trot.
He went straight to a fine patch of clover.

"Here are some sentences from the story," said Miss Adams. "I think it will be interesting to discuss the parts that I have underlined. Read the first sentence, Russell."

Russell read the sentence.

"What do you think kept the village store means, children?"

Various opinions were expressed, and the children finally concluded that the phrase meant that Mr. Walker owned and managed the store.

The other sentences were read in turn, and the underlined phrases discussed. It was revealing to Miss Adams to discover that the children were interpreting the underlined phrases in many different ways, and it was satisfying to note the clarifying results of the discussion.

"Now we'll see how well you can remember some of the facts which were given in the story," said Miss Adams as she initiated

an activity planned to give practice in retention, which falls under APPLICATION OF STUDY SKILLS.

"I will write on the blackboard the names of the different Walker children and we'll see if you can tell each one's age."

Miss Adams wrote on the blackboard:

Jean Tom Bert Ellen Susan

Then she called upon Alice to write a number above Jean to indicate Jean's age.

Alice wrote 3 above Jean.

"No, she was five," objected Jack.

The majority of the children agreed with Jack. Miss Adams handed one of the readers to Henry and asked him to check Jean's age. Henry verified Jack's correction and Jack was asked to erase the 3 and write 5 above Jean's name.

The activity of recalling the ages of the Walker children proceeded until the correct number had been written above the name of each of these story characters.

When the children went to their seats, Miss Adams suggested that they read in their library books.

"You might try to find other stories in which children have ridden animals," she said. "There are stories about rides on donkeys, ponies, horses, and even camels and elephants. If you find a good story in which someone has a ricle on an animal, I'll give you a change to tell it to the rest of us at another time."

The next morning Group II devoted a final period to activities connected with the story, "The Strange and Wonderful Donkey." During this period they reread the entire story in a way that was enjoyable and purposeful from the point of view of the children themselves. From Miss Adams' point of view the rereading was valuable in that it provided additional practice in selection and evaluation, two of the STUDY SKILLS in reading.

Miss Adams suggested the purpose for REREADING by saying, "This first story in your new reader has several interesting pictures. Do you think it would be fun to reread the story to find which paragraph or paragraphs are pictured in each illustration?"

All of the children read page 9 silently, then Peggy was asked

to read aloud the paragraph which she thought was the basis for the illustration. She read the first paragraph. Some discussion followed, but most of the children decided that she was right.

Since one picture spreads across pages 10 and 11, the children read both of these pages silently. Then Russell was asked to read orally the paragraph or paragraphs of his selection. The first two paragraphs on page 11 were read by Russell and voted correct by the rest of the group.

Because there is no illustration on page 12, the children were asked to find the paragraph on that page which they thought would be most suitable for illustration.

They continued, reading pages 13, 14, and 15 for the same general purpose, and thus concluded an enjoyable rereading of the story.

The general round of procedures which Miss Adams used in teaching each of the stories in Over Hill and Plain to her average group of children was completed with rereading of the story. First she guided discussion, showed pictures, or provided a simple experience for the purpose of building background for the new story. Then she conducted Developmental reading of the new pages, interspersed with periods devoted to additional reading activities as needed, and accompanied with periods used for related activities when feasible. The children usually reread the story for some definite, interesting purpose which offered additional opportunities to use some of the fundamental reading skills.

The Boys Try to Ride

PAGES 16-23

BUILDING BACKGROUND

Ask the children to recall what happened in the previous story when the boys tried to ride the donkey.

Guide a discussion about the children's own experiences in riding ponies or other animals. Ask them especially to tell amusing or exciting incidents. After a few minutes of discussion, lead into the story by some such remark as, "In our new story the Walker children have some more experiences in riding Tricky. We'll see if their experiences were similar to any of those which you have discussed."

DEVELOPMENTAL READING

Word Development: "The Walkers kept a cow and churned their own butter, so they often had buttermilk." Write the new word on the blackboard as you say it, and call the children's attention to the two words within the compound word.

"Mrs. Walker decided to give a pail of buttermilk to Mrs. Strong, who kept a boarding house." Write the italicized phrase.

"'It will be no bother to take the buttermilk to Mrs. Strong, and we'll still have plenty for ourselves,' said Mrs. Walker." Write the two italicized phrases.

"Someone in our new story rode the donkey to Mrs. Strong's boarding house while carrying the buttermilk. The donkey meant well but he jolted the rider as he trotted along." Write the italicized phrases without saying the words and see if the children can figure out the new words for themselves. Give them assistance with meant as follows: "This word is one of those exceptions to the principle concerning two vowels coming together. The first vowel, e, is short instead of long." After the children have recognized the word meant, assistance may be given with jolted and trotted as follows: "I am certain you can tell what the donkey did to the rider. The word begins with the sound of j and has long o in it. It ends with ed in which the e is sounded as in painted and excited. Yes, he jolted the rider quite a lot as he . . . Surely you can read the word trot with ed added to it. But note that the final consonant t in trot is doubled when ed is added." (See word recognition on page 20 for "Reviewing

Pages 16–18 decided *jolted meant bother ourselves buttermilk variant forms made by adding ed"; also for "Developing the variant ed, doubling the final consonant.") "Now we'll read the story and find out who took the buttermilk and if he or she got it to Mrs. Strong safely."

Note: From this point on, no mention will be made of writing new phrases or words on the blackboard as they are developed in oral conversation. It is to be understood that all words appearing in italics are to be written on the blackboard during discussion. Whenever feasible, children should be aided to apply their knowledge of phonics and word structure together with context clues in working out these new words. Suggestions for giving assistance in working out new words independently will not be written into the text under the word development headings from this point, but teachers are urged to give such aid in connection with all word development activities. They are also urged to provide, for pupils who need it, separate periods of word recognition practice as suggested in the ADDITIONAL READING ACTIVITIES which accompany each story.

Reading: (16) "Here is a picture of Tom taking care of Tricky. Read the first three paragraphs and find out how Tricky behaved when the girls and boys rode him. What did Tom do one morning to try and win Tricky's good will?" (17) "Read the paragraphs above the picture and see if Tom thought he had won Tricky's good will. Read the rest of the page and find out if he really had." (18) "What new plan did Tom and Bert devise? Read on and find out which of the boys rode Tricky while carrying the buttermilk, and what Tricky did as he started off."

Discussion: "Why do you think Tricky curled his lip when he saw the pail? Why do you think he lifted his feet so carefully?"

Word Development: "In the next part of the story the Walkers pay a visit to the stockyards, and someone does some blindfolding. We'll find out why they went to the stockyards and who did the blindfolding. The donkey continued to be stubborn, then toward the end of the story he felt very sad."

Reading: (19) "Look at the picture on page 19. What do you think has happened? Read the page and see if you are right."

Pages 19-23 stubborn stockyard blindfolding toward *sad

.W =.

(20) "Read the first two paragraphs and see if the boys have reached the point of disliking Tricky. Read the rest of the page and find out why the Walkers went to the stockyard." (21) "Do you suppose it was an easy job to get Tricky up the runway and into the train at the stockyards? Find out what happened. Look at the picture at the bottom of the page. Can you see the handkerchief with which Tricky was blindfolded? Can you find the runway? Why is a runway needed with a stock train? Why are there spaces between the boards in the sides of the ears?" (22) "Look at the picture. Do you think they got Tricky into the car? Read and find out how they did it." (23) "Read and see if the story has a sad ending. Look at the picture at the bottom of the page. Does the whole family look happy or sad? Does Tricky himself look just a little less sober?"

Discussion: See Interpretation of Meaning, Application of STUDY SKILLS, and Appreciation.

Note: It is suggested that throughout the book the teacher use this procedure: Have portions of text read silently in response to motivating questions; then have the children answer the questions in their own words or by reading pertinent passages orally. Follow with additional questions to cheek comprehension and interpretation. When appropriate, guide discussion which will increase appreciation of any phase of the story with which you are working. Use the ADDITIONAL READING ACTIVITIES at the end of reading periods and in separate periods, according to the needs of the children.

REREADING

Have the children reread the story for the purpose of selecting the most important paragraph on each page. When each page has been read silently, the children may take turns reading orally the part which each one considers most important. The most important paragraphs should finally be decided upon by class discussion.

ADDITIONAL READING ACTIVITIES

Note: These activities may be used at the end of reading periods and during periods set aside for skill practice, according to the needs of the children. The marginal page reference beside each activity indicates the point in the story at which the teacher may use the

activity. The teacher will, of course, let the children read consecutively as many pages of the story as she thinks advisable, and follow with the additional activities which relate to these pages.

WORD RECOGNITION

Reviewing variants made by adding ed, d, es, ing

Use after page 18.

Write on the blackboard the words below. Ask different children to add one of the endings to a word which you indicate, and then read both the stem word and its variant form. (In working with the ed variants call attention to the three different sounds of ed as represented in the three different columns of words under that heading.)

Make	e <u>ed</u> Wo	rds	Mc	ike <u>d</u> Words
talk	trick	shout		save
happen	look	start		move
flower	reach	hand		pile
beam	walk	lift		like
learn	back	end		handle
Make	es Wor	ds	Make <u>ing</u> W	'ords
٧	vatch		brush	
þ	oatch		lead	
'fl	ash		board	
٧	vish		happen	
ç	rass		neighboi	

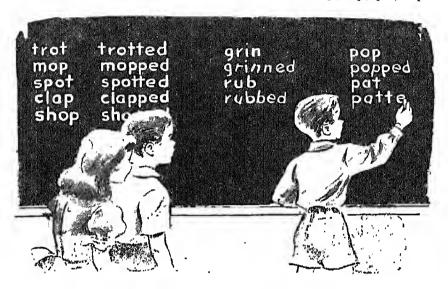
Developing the variant ed, doubling the final consonant

Use after page 18.

Visual Discrimination: Write on the blackboard the pairs of words listed below. Ask the children how many vowels there are in each word in the first column. Ask how many consonants are at the end of each of these words. Have them look at the words in the second column and tell what happened to the final consonant when ed was added to each word. These words are new variant forms which the children meet for the first time in Over Hill and Plain.

trot		trotted
mop		mopped
spot		spotted
clap		dapped
shop	4.	shopped

Word Building: Have the children double the final consonant and add ed to these words: grin, pop, rub, pat, step, trot, clap, mop, spot, shop.



Generalization: Help the children to become aware of this fact: When a word ends in a single consonant which follows a single vowel, the final consonant is usually doubled before ed is added.

Contextual Application: Have the children read in these sentences the new variant forms which they are going to meet later.

Mrs. Walker mopped the floor.

Jean saw a <u>spotted</u> dog.

Susan <u>clapped</u> her hands.

Many people shopped at Mr. Walker's store.

*The children may copy the sentences below at their seats. Have them complete the sentences by doubling the final consonant and adding ed to each underlined word, applying the new principle.

Ellen pat the donkey. Suddenly Tricky stop short.

Tricky trot home alone. Mother mop the kitchen floor.

The donkey grin in an impolite way.

Note: One part of the activity for the ed variant, doubling the final consonant, described on pages 20—21, is starred. From this point on, starred portions of any ADDITIONAL READING ACTIVITY may be used either for blackboard development or for INDEPENDENT WORK, according to the ability of the children.

Developing contractions, omitting o from not

Use after page 23.

Write on the blackboard *The boys could not help liking Tricky*. Ask the children for a shorter way of saying could not. Replace could not with couldn't.

Have them match the phrases and contractions below. These are new contractions which children will meet while reading OVER HILL AND PLAIN.

could not	wasn't
hod not	hoven't
was not	couldn't
have not	hadn't
is not	isn't
has not	aren't
does not	shouldn't
would not	hasn't
must not	wouldn't
should not	mustn't
are not	doesn't

*Write on the blackboard the words and sentences below. Have the children substitute the contraction for each of the underlined phrases.

At first the boys <u>could not</u> ride Tricky.

Susan <u>has not</u> hod a fall from Tricky up to this time.

Tricky <u>was not</u> a beoutiful beast.

The children <u>have not</u> been sorry that they kept Tricky.

Tom said, "Tricky is not a bad donkey after all."

INTERPRETATION OF MEANING

*Detecting irrelevant words

Use after Write on the blackboard the words below. Have the children page 23. read each column of words and decide which word does not belong

in the group. Ask a child to cross out the word which does not belong in the first list. Repeat with the other lists.

milk	stubborn	stockyards	bother
buttermilk	good	house	trouble
cheese	nice	corral	help
apple	kind	pasture	worry
decided	heels	buttermilk	trot
jolted	head	clover	gallop
meant	clover	grass	run
planned	hands	flower	walk
	impolite	lips	
	kind	nose	
	cross	heels	
	mean	eyes	

Note: This activity is starred, which means that it can be used for INDEPENDENT WORK while the children are at their seats.

APPLICATION OF STUDY SKILLS

*Organizing characteristics

Write on the blackboard the headings and sentences below. Ask Use after the children to write each sentence under the appropriate heading. Page 23. They may add sentences to each list by referring to the reader.

Good Tricky

Stubborn Tricky

After the dankey came, Ellen and Jean rode him whenever they went to the village.

Susan often rode him around the yard for half the morning.

Tricky never threw his head down and his heels up when the girls rode him.

When one of the boys got on, sooner or later the donkey would throw him off.

Tricky curled his lip a little when he saw the pail.

APPRECIATION

Recognizing emotions of characters

Ask the questions below. After asking each question, write on the Use after blackboard the three words following it. Let the children decide Page 23. which word best answers the question.

How do you think Tom felt as he jolted along on Tricky? sober

happy sad

How do you think Bert felt when he mopped the buttermilk out of his eyes?

stubborn angry merry

How do you think Tricky felt when he was in the train?

stubborn sad happy

How do you think Tricky felt when the children took him home? stubborn sad vaaph

READ AND Do, pages 3-5.

RELATED EXPERIENCES

The children may tell their own personal experiences about having pets taken away because they were sold or given to someone, or because of some other reason.

They may paint a frieze representing the most humorous, the saddest, and the happiest incidents in the story.

SUGGESTED STORIES AND POEMS

To be read by the children

"Bang Gets His Own Way," page 37, Through the Green Gate, Row, Peterson and Company, Evanston, Illinois, 1939.

"The Ranch," page 209, Neighbors and Helpers, Lyons and Carnahan, Chicago, 1939.

"Ugly Face and Snoopy," page 17, Busy World, Allyn and Bacon. Boston, 1940.

To be read to the children

Stories: "Milly the Pony and Carlo the Dog," A Child's Book of Modern Stories, compiled by Skinner, and Skinner, The Dial Press, Inc., New York, 1935.

"Hops and Rocket," by Dorothy Canfield, Tell Me a Story, University Publishing Company, New York, 1940.

Poem: "The Broncho That Would Not Be Broken," by Vachel Lindsay, Johnny Appleseed and Other Poems, The Macmillan Company, New York, 1928.

Broken Bill's Gift

PAGES 24-33

BUILDING BACKGROUND

"Nancy, the girl in our next story, once had a lovely locket. It was a tiny heart which she wore on a silver chain around her neck." If any of the girls are wearing lockets, ask them to show their lockets to the class.

"One day Nancy lost her locket. Have any of you ever lost a locket or other piece of jewelry?" Let the children discuss briefly their experiences in losing jewelry, especially instances in which they have later found what they had lost,

DEVELOPMENTAL READING-

Word Development: "Nancy had lost her locket while playing on an old boat called the Bouncing Bell. Neither Nancy nor her brothers could find the locket. The Bouncing Bell was on an island near Nancy's home. An old man by the name of Kidd lived on the island. He had two oxen and a cart and some household goods, including bedding." Call attention to the fact that d was doubled when ing was added to bed. (See word recognition for development of this type of variant.) "Something was happening on the island where this old man lived. We'll find out what it was."

Pages
24-27
oxen
*cart
Kidd
Bouncing
locket
neither
*nor
*bend

Reading: (24) "Look at the picture on page 24. You can see Nancy and her two brothers, Pat and Sandy. Can you find the island? It really isn't an island all of the time. When the tide is low it is connected to the mainland by a rocky trail. Find this rocky trail. What is the name of the story? Read the page and find out who Broken Bill was, and why the children went down to the beach." (25) "What did the children see when they reached the beach? Look at the picture. Have you ever seen oxen drawing a cart?" (26) "Read the first two paragraphs and find out why the crows were excited. Read the rest of the page and find out what the children thought of doing when they saw old Mr. Kidd moving away." (27) "Why hadn't the children been to the island recently? What did they do as soon as the old man left?"

Discussion: "Have you ever flashed a looking glass in the sunlight? What happened? What did Sandy mean when he said, 'I wouldn't be

surprised if the Bouncing Bell had been washed away in a storm." (See also interpretation of meaning.)

Pages 28-33 *bank *mate cracker chain snatched claw heart Word Development: "In the next part of the story we'll find out whether Nancy ever found her silver chain with the tiny heart on it. We'll also read that Sandy gave Broken Bill a cracker. Do you suppose the crow took the cracker in his beak or snatched it with his claw?"

Reading: (28) "Here is a picture of the Bouncing Bell. Find out how it happened to be on the beach." (29) "What change had taken place since the children had last seen the old boat? How did Sandy organize a crew for the boat? Why didn't Broken Bill make a good cabin boy?" (30) "What did Nancy find, and what happened to it?" (31) "This page is mostly about Broken Bill and Sandy. Find out what they did." (32) "Look at the picture. What is Bill doing? Read and find out what was interesting about the hole in the tree." (33) "Read and find out about the big surprise. How did Nancy suggest repaying Broken Bill?"

Discussion: See Interpretation of Meaning and Application of Study skills.

REREADING

The children may reread the story for the purpose of deciding upon the most important events in the order in which they happened. Ask them to start reading at the beginning and read until they come to an incident which they consider one of the most important in the story. Then ask them to summarize this incident in a sentence for you to write on the blackboard. Continue until all of the important events are enumerated in summary sentences. The list may be somewhat as follows:

The children saw Mr. Kidd moving away from the island. They went back to the old boat. The bays played on the boat.
Nancy looked for her locket.
Nancy found o tiny bottle.
Broken Bill carried off the bottle.
The children saw Broken Bill looking into a hole in a tree. Sandy ron to the tree ond saw Broken Bill's hiding place. He found the locket and other things in the hole.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the variants ing and est, doubling the final consonant

"In our story we had a new word in which the final consonant was doubled when ing was added. What was it? Yes, bedding. There are many words in which this happens."

Use after page 27.

Write on the blackboard in a vertical list the following words: bed, shop, rub, pat, bob, slip, set, plan, stop, forget, snap, dig.

Directly opposite the above list write these words: bedding, shopping. rubbing, patting, bobbing, slipping, setting, planning, stopping, forgetting, snapping, digging. (The children will meet all of these new variant forms for the first time while reading pages 26-290 in Over Hill and PLAIN.)

Have the children note that each of the stem words ends with a single consonant preceded by a single vowel. Call their attention also to the doubling of the final consonant when ing is added. Help them to become aware of this principle: When a word ends in a consonant following a single vowel, the final consonant is usually doubled before ing is added.

Continue in the same way to develop the est variant: "The same principle usually holds when est is added to a word ending in a consonant following a single vowel." Write big, biggest on the blackboard as an example. Ask the children to add est to each of these words: sad, fat, hot, red.

*Write on the blackboard the following words: bed, get, tug, swim, set, plan, shop, dig, chug, pat, bob, cut, tip, pop, rub, hop. Have the children write each of these words, double the final consonant, and add ing.

Have them also write these words, double each final consonant, and add est: big, sad, hot, fat.

Reviewing the variants ly, y, er, and est

"We read that: '... lately, a part of the bank had been washed Use after down on the deck.' The word lately was made, of course, by adding Page 33ly to the word late. You will meet several other words to which ly has been added. Let's see if you will be ready to read them."

Write strong on the blackboard. Ask the children what to add to make the word strongly. Use the same procedure with these words: like, sad, stubborn, cross, hard, sure, light, late, neighbor, bad.

Use a similar procedure in reviewing the y, er, and est variants. Words are suggested below for word building. These are new variant forms which children will meet in OVER HILL AND PLAIN.

Add y: trick, squeak, might, hard, storm, doll, rock, grass, Mill, rain, hill, sleep.

Add er: lead, long, keep, low, Park, slow, boil, tall, call, warm. Add est: high, small, bright, hard, great, sound, loud.

Reviewing the initial consonants

Use after page 33.

While the children were reading the preceding books of the Learning to Read Program they were taught to recognize the following initial consonants, and how to use their knowledge of the sounds of these consonants in working out new words in context: b, c, d, f, g, h, j, k, l, m, n, p, r, s, t, v, and w. For maintenance purposes practice on these initial consonants is again provided at intervals throughout this book. To any group of children who especially need it, the first review might be given as suggested below.

Visual and Auditory Discrimination: Write on the blackboard the known words below.

sober	lost	must
cart	tide `	rocks
heels	pulled	keep
back	found	save
next	did	van
good	jolted	water

Say, "I'm looking at a word that begins with the sound of h as in hat. What is it?" Have a child underline the word and read it. Continue until all of the beginning consonant sounds have been identified. If it seems advisable, ask the children to name additional words beginning with each of the consonant sounds.

Word Building: Provide the children with experiences in substituting initial consonants in words. They should, of course, read each new word that they make. Suggested words to use are: bend (lend, mend, send, tend, wend); car (bar, far, jar, mar, tar); for (nor); mate (date, fate, gate, hate, Kate, late, rate); caw (jaw, law, paw, saw); sad (bad, dad, gad, had, lad, mad, pad); lip (dip, hip, nip, rip, sip, tip); meal (deal, heal, peal, real, seal, veal); save (gave, pave, wave).

INTERPRETATION OF MEANING

Sensing cause-and-effect relationships

Write on the blackboard the incomplete sentences and phrases Use after below. Have the children select the appropriate ending for each Page 27-sentence.

The crows were excited

because Mr. Kidd was moving away.

because the looking glass flashed in the sunlight.

because they saw the children.

The oxen could pull the cart to the shore

because the tide was out.

because the tide was in.

because they could swim.

The children had not played on the island for a lang time

because no one lived there.

because the ship had been washed away.

because neither crows nor children were wanted.

Extending word meanings

Write on the blackboard the pairs of sentences below. Have the Use after children discuss the two meanings of the underlined word as used in page 33-each pair of sentences.

The ship had come to rest against a high bank. Father put the money in the bank.

The cart went around a <u>bend</u>.
Sandy could not <u>bend</u> the strong wire.

Sandy said, "Pat can be first mate." Broken Bill and his mate had a nest in the tree.

The oxen pulled the cart onto the road with a last great <u>tug</u>. Pat saw a steamboat and a tug on the sea.

Mr. Kidd had an old looking glass. Nancy had some milk in a glass.

APPLICATION OF STUDY SKILLS

Searching for additional information

after e 33. Ask the children to search through bird books and other reference material for additional information about crows. Set aside a time at which they can report on the information they find.

READ AND Do, pages 6-8.

RELATED EXPERIENCES

Take the children on an excursion to identify and observe crows.

They may write a note inviting a bird enthusiast in the neighborhood to come to their classroom and tell them interesting things about crows.

SUGGESTED STORIES AND POEMS

To be read by the children

"Betsy and the Parrot," page 246, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

"A Parrot for Two," page 128, Faraway Ports, The John C. Winston Company, Philadelphia, 1940.

"Playing Pirates," page 13, Lost and Found, D. C. Heath and Company, Boston, 1942.

To be read to the children

Stories: "The Crow Peri," by Katherine Pyle, Wonder Tales Retold, Little, Brown and Company, Boston, 1932.

"More Robbers," by Thornton W. Burgess, The Burgess Bird Book for Children, Little, Brown and Company, Boston, 1926.

Poems: "Two Old Crows," by Vachel Lindsay, Johnny Appleseed and Other Poems, The Macmillan Company, New York, 1928.

"A Beggar Bird," by Annett Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919.

How Broken Bill Got His Name

PAGES 34-37

BUILDING BACKGROUND

"All through the last story the crow was ealled 'Broken Bill.' Why do you think he was given that name?" Let the children express their opinions freely. Then tell them that they will find out why when they read the new story.

DEVELOPMENTAL READING

Word Development: "I'll tell you a little more about crows before you read 'How Broken Bill Got His Name.' Crows are hatched from eggs, and it takes a baby crow a few weeks to grow up. A baby crow has a strong beak which it opens very wide when it wants food. Grown crows often fly in flocks of ten or twenty or more. They fly around all day robbing nests and corn fields. They are great robbers." After the children have recognized the word robbing, assistance may be given with robbers and robbed as follows: "I'm sure you can tell what the crows did to the nests of other birds, and what the farmers called them. Both words start like robbing, but one ends in ed as in liked, and the other ends in er as in longer. Yes, the crows robbed the nests of other birds, and the farmers called them robbers. At night they went to roost in tall trees in the woods."

Pages
34-37
twenty
*hatched
wide
*weeks
*robbing
flocks
roost
*beak

Reading: (34) "Look at the picture. What are these two crows doing? Do you think one of them is Broken Bill; or do you think these crows might be Broken Bill's father and mother? Read and find out." (35) "Find out how the little crows changed as they grew older." (36) "How did the little crows learn to fly? Read the rest of the page to find out more about the interesting habits of crows." (37) "Find out why the children called the crow 'Broken Bill."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of finding portions of text which convey information about one specific topic. They may be asked to find and read the sentences or paragraphs which answer each of these questions: How do crows build their nests?

How many eggs do they lay, and how long does it take to hatch the eggs?

What changes take place as the little crows develop? What is the work of the leader or sentinel crow? How did Broken Bill break his beak?

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing the variants ing, er, est, and y, dropping final e

Use after The words below appear as ing variants on pages 20 to 268.

Write them on the blackboard in the arrangement indicated. Have the children read both forms, and call their attention to the fact that when ing is added to cach of these words the final e is dropped.

like	give	trouble .	nose	slide
liking	giving	troubling	nosing	sliding
excite	shine	.save	waste	write
exciting	shining	saving	wasting	writing
change	hope	smile	dance	adventure
changing	hoping	smiling	dancing	adventuring

Repeat the procedure in working with the words below. The er forms of the words underlined appear between pages 36 and 192; the est forms between pages 98 and 275; the y forms between pages 231 and 251.

Add er, dropping e: late, wide, drive, large, fine, village.

Add est, dropping e: strange, large, fine, late, close, safe, ripe, true.

Add y, dropping e: lace, gentle, shade.

Generalization: Help the children to become aware of this principle: A silent e at the end of a word is usually dropped when ing, er, est, or y is added.

Reviewing the blends fl, cl, pl, bl, sl

Use after page 37.

While the children were reading preceding books of the LEARNING TO READ PROGRAM, the initial blends indicated above were taught. If there are pupils who would still profit by practice on these blends, the following activities are suggested.

Visual and Auditory Discrimination: Write on the blackboard as headings: fl, cl, bl, bl, sl. As you pronounce each of the following words, ask a different child in each case to write the word under the appropriate heading: flock, claw, blue, play, climb, sliding, place, black, clam, flat, plan, sleep.

Word Building: Suggested words to use are: flock (block, clock); name (flame, blame); think (blink, clink, slink); meat (bleat, cleat, blvat); sing (cling, fling, sling); make (flake); own (blown, flown); rain (plain, slain); week (sleek).

Contextual Application: Following word building activities the children should be given opportunity to apply the results in reading the new words in context. The following sentences are suggested for this purpose:

You can see crows flying aver hills and over plains.

When the sun is too bright, baby crows sometimes blink their eyes.

When little crows are afraid they will fall, they cling to branches.

Broken Bill had flown away with the locket. The old man's oxen were fat and sleek.

INTERPRETATION OF MEANING

*Recognizing words of similar meaning

Write on the blackboard the words and sentences below. Have Use after the children read each sentence, find in the list of words above the page 37sentences the word which has the same or nearly the same meaning as the underlined word, and write it above the underlined word in the sentence.

seashore bill scare called making thief woods

The crows were building a nest. The children named the crow Broken Bill. The crow tried to apen a shell with his beak. A farmer calls a crow a robber. The fish crow walked up and down the beach. The crows flew deep into the forest. The leader would caw when he saw anything that might frighten the crows.

APPLICATION OF STUDY SKILLS

Summarizing developments in the life of a crow

Use after Ask the children to formulate statements summarizing the developpage 37. ments in the life of a crow. Write the statements on the blackboard.

*Recognizing number relationships

Use after Write on the blackboard the words and incomplete sentences page 36. below. Have children select the right word for each blank space.

two hundreds twenty six one
... crows were building a nest.
Soon there were ... eggs in the nest.
About ... days later the eggs hatched.
In ... weeks the little crows' backs were covered with black feathers.
There were ... baby crows.
... of crows went each morning to find a place to eat.
... crow sat in a tree to watch.

READ AND Do, pages 9-10.

RELATED EXPERIENCE

The children may draw pictures showing the various stages in the life cycle of a crow.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Bird Who Thinks He's Human," page 40, Friends Around the World, The Bobbs-Merrill Company, Indianapolis, 1938.

"The Pet Crow," page 58, Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "Ben Flicker's Mistake," New Stories to Tell to Children, by Sara Cone Bryant, Houghton Mifflin Company, Boston, 1923.

Poem: "Birds in Summer," by Mary Howitt, My Poetry Book, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

Sally's Surprise

PAGES 38-47 BUILDING BACKGROUND

Ask the children if any of them have ever visited a little town far back in the mountains. If so, invite them to describe the town and the people.

Follow this discussion by explaining that the next story is about some people who live in such a mountain town. "And there were other people who lived still farther back in these mountains — so far back that they didn't get to the town oftener than once a year. They made things to sell or trade at the store for things they needed. They did such handwork as spinning thread and weaving cloth, making baskets out of twigs, and making jars, jugs, and other things out of clay. They usually had a few chickens and raised a little corn. But at best it was difficult for them to carn enough money for a comfortable living."

DEVELOPMENTAL READING

Word Development: "The chief character in this story is a very big man who lived far back in the mountains. His name was Mr. Big-John, and he weighed three hundred and fifty pounds. One Friday he came to town in his squeakity old home-made cart. You'll read about his visit to the town, and something he did for eleven children."

Reading: (38) Invite discussion of the picture, having children identify the buildings. "The two girls are Sally and Kate. Read and find out what they are doing." (39) "What did the people do for entertainment? How did Mr. Big-John make his entrance into the town?" (40) "Why had Mr. Big-John come to town?"

Discussion: "How do you think the very large overalls happened to be at the Trade Store? Why did Mr. Big-John come each year just before winter set in? Can you give any reason why the neighbors didn't bring their own things to trade?" See also APPLICATION OF STUDY SKILLS.

Word Development: "Mr. Big-John stayed in town until Monday morning. He told about the squirrels up in the mountains who had been mighty busy laying up the biggest store of nuts you ever saw." (Have the children note that the final g in big was doubled when out

Pages
38-40
*trade
Friday
Big-John
pounds
(squeakity)
*pair
*load
eleven

Pages 4'-47 *greetings busy counted curtains *lads Monday was added.) "Mr. Big-John pulled out a bunch of strings and counted them. You'll find out why. He went to a party, too. You'll be surprised at what happened on the stage when the curtains were pulled back."

Reading: (41) "What did the people and Mr. Big-John say to each other when he reached town?" (42-43) "These pages tell about the strings. Find out about them. What new plan did Sally suggest for the party?" (44) "What was the big surprise at the show?" (45-46) "What other interesting acts were put on?" (47) "What was done with the show money?"

Discussion: Sec INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story for the purpose of preparing a "Radio Skit" as suggested under APPRECIATION.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing the blends tr, dr, cr, gr, pr, br, fr

Use after page 40.

"In our story we had a new word which began with tr as in tree. Do you remember what it was? Yes, trade." Write on the blackboard the heading tr and the word trade under this heading. Add to the list as the children suggest other words that begin with tr.

Write on the blackboard the headings dr, cr, gr, pr, br, and fr. Write four or five words under each heading as the children suggest . words beginning with the particular blend that you name.

Erase all of the words, leaving the blend headings on the blackboard. Ask a child to stand beside each heading. Say the word green. The child who is standing beside the blend gr should quickly point to it. Repeat with other words. If a child fails to recognize the sound of his blend at any time, another child may take his place.

Suggested words to say are: crank, press, drawn, greeting, croak, brand, breath, creek, grind, dream, creature, break, praise, grown, print, drip, trot.

Suggested words to use for word building are: trade (grade); drink (brink); dress (cress, press); thank (crank, drank); crash (trash); rain (train, drain, grain, brain); kind (grind); try (dry, fry, cry, pry); crow (grow); lip (trip, drip); cream (dream); bread (tread, dread); bed (Fred).

The children should have opportunities to apply the results of their word building activities in context as usual. The sentences below are suggested for this purpose.

One man in Hoptown had a very old car. It had to be started by turning a crank.

Some of the people where Mr. Big-John lived had to grind corn to make meal.

One night Mr. Big-John had a dream about doing something nice for the eleven children.

He thought about it all the way on his trip. Everyone in Hoptown praised Mr. Big-John.

Mr. Big-John always smiled. No one ever saw him frown.

Reviewing hyphenated words

Write on the blackboard the word pay-show. Call the children's Use after attention to the fact that pay-show is made of two words joined by a page 47. mark called a hyphen. Explain that the word is therefore called a hyphenated word. Ask the children to suggest other ways to convey the same meaning as pay-show, as "A show for which a charge is made," "A show for which you have to pay to attend." Guide them to the conclusion that a hyphenated word may be a shorter and more vivid way of saying something than a longer statement.

Write on the blackboard the sentences below. Have the children find and read the hyphenated word in each sentence. Then ask them to think of another way to say each phrase without using the hyphenated word and to decide which statement is shorter. The hyphenated words used in these sentences appear between pages 14 and 103 in the reader.

The donkey stood stock-still. They called the donkey Sober-Sides. He was a queer-looking beast. Mr. Big-John wore size fifty-eight overalls. The man who owned the ranch was a cattle-keeper. Sally had some fresh-cut flowers. Once Sandy slipped on an ice-covered walk. Mr. Big-John lived in a far-away place. He was a kind-hearted man.

INTERPRETATION OF MEANING

Sensing broader meanings of facts and ideas

Use after Guide a discussion concerning the meaning of the words and page 47. phrases underlined in the sentences below.

Hoptown was at the foot of a high mountain.

Mrs. Hardy could not do any spinning or weaving.

"Greetings," they called.

The squirrels were looking for a hard winter.

Mr. Big-John brought things to trade at the store.

He was riding in a homemade cart.

He brought no handmade jugs.

Sally and Kate quietly slipped away.

That evening the school was crowded.

Over the top of the overalls popped the heads of two pretty girls.

APPLICATION OF STUDY SKILLS

*Organizing events in sequence

Use after Write on the blackboard the sentences below. Have the children page 47. number them in the order in which the events occur in the story.

Mr. Big-John sang a song.

Mr. Big-John came down the mountain road.

Sally and Kate danced and sang.

Sally and Kate quietly slipped away.

Mr. Big-John counted the strings.

That evening the school was crowded.

He began to trade for the pair of overalls.

Mr. Big-John's cart was piled high with packages.

*Following directions

Use after page 40.

Write on the blackboard the paragraph below. Ask the children to follow the directions.

Draw a picture of Hoptown. Make a post office, six cars, and the Trade Store. Make a few houses. Have Mr. Big-John coming down the mountain road. Have Sally and Kate watching him. Draw anything else that you like in your picture.

APPRECIATION

Giving a radio skit

The children may dramatize this story for a make-believe radio program. A "narrator" may read selections from the narrative parts of the story, and other children may read and enact the parts of the characters. Still others may produce sound effects to represent the wind, the squeak of Mr. Big-John's cart, banging and pounding behind the curtain, clapping, and dancing. If a microphone and loud speaker are available, invite another class to listen to the skit. Have a committee from the group reading *Sally's Surprise* listen to the program in the other classroom. Later have this committee evaluate the enunciation, tempo, and general effectiveness of the performance.

Use after page 47.

READ AND Do, pages 11-13.

RELATED EXPERIENCES

The children may plan and prepare acts for a show.

They may prepare a picture map with a mountain setting, showing the buildings in Hoptown, the road leading to the settlement where Mr. Big-John lived, and the little houses in the settlement itself.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Halloween Party," page 50, Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

"How Everyone Helped Give a Party," page 67, Round About You, Silver Burdett Company, New York, 1940.

To be read to the children

Stories: "The Shoemaker's Story," by James Franklin Chamberlain, How We Are Clothed, The Macmillan Company, New York, 1923.

"The New Red Dress," by Carolyn Sherwin Bailey. Everyday Stories, Milton Bradley Company, Springfield, Massachusetts, 1920.

Poems: "General Store," by Rachel Field, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

"When Parents Go Out Shopping," by Annette Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919.

Lazy Jack

PAGES 48-54

BUILDING BACKGROUND

"Did you ever know a boy who was very, very lazy? Our new story is an old English folk tale about a boy who was not only lazy, but also stupid. Do you suppose he was always unfortunate, or do you think something lucky might have happened to him? The story will tell."

DEVELOPMENTAL READING

Pages
48-51
Tuesday
replied
Wednesday
Thursday
*spoiled
Saturday
*mutton

Word Development: "In this story you will find out something which Lazy Jack did every day in the week: Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. He never seemed to do anything right. His mother scolded him frequently, but he always replied politely."

Reading: (48) "The first page of the story tells about a turning point in Lazy Jack's life. Find out what it was." (49) "What did Jack do after his mother warned him about going to work?" (50) "What happened on Wednesday?" (51) "Did Jack do any better on Thursday and Friday?"

Discussion: "Do you think the mother had reason to be impatient with Jack? Do you think Jack is likely to have bad luck or good luck? What do you think may happen to him?"

Pages
52-54
*Sunday
rich
dumb
*sight

Word Development: "Jack meets someone who is deaf and dumb. This person, however, is very rich.

Reading: (52) "Read and find out what happened to the mutton, and what Jack did next." (53) "Find out who the deaf and dumb person was." (54) "What became of lack?"

Discussion: See APPLICATION OF STUDY SKILLS and APPRECIATION.

REREADING

The children may reread the story for the purpose of deciding which was the most stupid of all the things Jack did. Have them find the part which tells the first stupid thing that he did, then ask some child to read it orally. Invite discussion, and finally call for a vote to determine how many think that this particular incident was the most stupid. Continue until all of the stupid incidents have been similarly evaluated and voted upon.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing sp, st, sw, sn, sm

If there are children who need additional practice on the blends. Use after indicated above, such practice may be given as follows.

page 51.

"Do you remember a new word in this story that begins with the sound of sp as in spill? Yes, spoiled." Write spoiled on the blackboard as a heading. Underline sp. "I am going to say several words, some of which begin with the sound of sp. Whenever I say a word which begins with this sound you may clap once." Pronounce these words: speak, stiff, spot, spoke, stone, stove, sponge, store, storm, spoon, still, steam.

"Can you think of a word that begins with the sound of st as in stop?" Write the word suggested on the blackboard, underlining st. Again pronounce the list of words in the paragraph above, asking the children to clap once each time they hear a word beginning with the sound of st.

Repeat the procedure three more times, once for sw, once for sn, and once for sm. Suggested words to pronounce are: sweet, snap, smoke, snort, snow, swim, small, swish, snare, sway, smooth, swarm, smell.

Follow the above activities with word building. The following words are suggested: tell (spell, smell, swell); went (spent); end (spend); dark (spark, stark); hunt (stunt); keep (steep, sweep); queer (steer); stung (swung); will (spill, still, swill); crash (smash); start (smart); near (smear, spear); flock (smock, stock); take (stake, snake); catch (snatch); tail (snail); beak (speak, sneak); jug (snug, smug).

Finally, ask the children to read in context some of the new words they have built.

Lazy Jack could not read or spell.

One day his mother wanted him to sweep the floor.

But she was afraid he would smash the furniture.

Lazy Jack was good at doing stunts.

He was afraid of just one thing, and that was snakes.

Reviewing final consonants

If there are any children who still have difficulty in recognizing Use after the sounds of the final consonants, pronounce the words below. After pronouncing each word, ask with what letter the word ends,

then have the children suggest additional words which end with the same letter.

Bob, lad, stiff, pig, heel, lip, self, seem, seen, star, trot, wow, box

APPLICATION OF STUDY SKILLS

*Organizing words in sequence

Use after page 52.

Write on the blackboard the words below. Guide the children in recognizing the underlying relationship in each group and ask them to arrange the words in each group in sequence.

Friday, Monday, Sunday, Thursday, Wednesday, Saturday, Tuesday

two, one, three, four, six, five hour, day, minute, year, week spring, winter, fall, summer morning, evening, afternoon, noon, night

APPRECIATION

Enjoying different versions of an old tale

Use after page 54.

Place on the library table books containing storics similar in plot to Lazy Jack, such as some version of Epaminondas, The Golden Goose, and The Princess Who Could Not Laugh.

Ask the children to read these stories, then guide them in a discussion of ways in which the plots are like the plot of Lazy Jack and ways in which they are different.

READ AND Do, page 14.

RELATED EXPERIENCES

The children may paint a frieze showing all the stupid things Lazy Jack did, and the happy ending to the story.

The children may construct a castle similar to the one in which the rich man lived, using oatmeal boxes and mailing tubes for the walls.

SUGGESTED STORIES AND POEMS

To be read by the children

"Blunder's Search," page 237, The Laidlaw Basic Readers, Book III, Laidlaw Brothers, Inc., Chicago, 1940.

"Pekka and the Rogues," page 295, Fun and Frolic, D. C. Heath and Company, Boston, 1942.

"Open, Sesame!" page 308, Yesterday and Today, Silver Burdett Company, New York, 1939.



To be read to the children

Stories: "The Lad Who Went to the North Wind," Told Under the Green Umbrella, The Macmillan Company, New York, 1930.

"Hans Clodhopper," Andersen's Fairy Tules, adapted by Edwin Gile Rich, Houghton Mifflin Company, Boston, 1931.

Poems: "Tired Tim," by Walter de la Mare, Aly Poetry Book, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

"A Preference," by John Farrar, *The Golden Flute*, selected by Hubbard and Babbitt, the John Day Company, New York, 1932.

Twelve Men of Gotham

PAGES 55-57

BUILDING BACKGROUND

"Our next story is another old English folk tale. It is about twelve men of Gotham. Gotham is a village in England, noted in stories for the simplicity of its people. These twelve men were not lazy, but they were about as simple and stupid as Lazy Jack. We'll find out what happened to them."

DEVELOPMENTAL READING

Pages
55-57
Gotham
chance
drowned
alas
court
twelfth
*whack

Word Development: "Every one of the twelve men of Gotham was stupid. It wouldn't matter whether you talked to the first or the twelfth you would have found him equally simple. Yet these men had taken many a chance around the water and none of them had ever been drowned. But alas, something distressing happened one day, and they had to ask a man from the king's court to help them. We shall see if he did."

Reading: (55) "Read this page and find out how the trouble began." (56) "How did they try to find the missing man?" (57) "How did the man from the king's court find the twelfth man for them? Did they think he had done them a great service?"

Discussion: "Do you think the clever man did the twelve simple men a service? Why?" See also INTERPRETATION OF MEANING and APPRECIATION.

REREADING

The children may reread the story for the purpose of preparing a short dramatization. They may decide at which point the story should be divided into two scenes, list the characters and properties needed for each scene, and select the speeches.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the initial speech sounds ch, wh, sh, th

Use after page 57.

For groups who need additional practice the following procedure may be used.

"In this story we had a new word which began with the sound of ch as in cheese. What was it? Yes, chance." Write ch on the black-

board, "We also had a new word which began with the sound of whas in when. What was it? Yes, whack." Write whon the blackboard. "There was also a word which began with sh as in shine. The clever man gave the other men a whack upon the . . . Yes, shoulders." Write sh on the blackboard. "See if you can supply a word that begins with th as in thief. When Lazy Jack's mother scokled him, she said. 'You stunid. . . .' Yes, thing." Write th on the blackboard. Ask the children to suggest other words to write under each of the four headings, ch, wh, sh, th.

Suggested words for word building: best (chest); those (chose); jug (chuo): back (whack, shack); sale (whale); lip (whip); girl (whirl); step (Shep); make (shake); sick (thick); dumb (thumb); first (thirst).

Suggested sentences for contextual application:

The twelve men chose a nice brook in which to fish.

Do you think they ever caught a whale?

One man did not have warm clothes. He would always shake with the cold.

Another man was always warm. He had a thick coat.

INTERPRETATION OF MEANING

Selecting a definition for a word

Write on the blackboard the following words and definitions:

Use after page 57.

trust: believe in; hope

safe; not hurt; place in which to keep money

sound: noise; well

Have the children select the appropriate meaning for each word as used in the story. Then ask them to verify their selection by finding each word in the text of the story and substituting the definition for the word.

APPRECIATION

Comparing folk tales

Guide a discussion in which the children compare this old tale. Use after with Lazy Jack. Some of the likenesses which they may suggest are: Page 57both stories are English folk tales; both are supposed to have taken place a long time ago; both deal with simple people. Differences

which may be mentioned are: there were no women or girls in this story; the men were not necessarily lazy; the men fared badly because of their simpleness, while Lazy Jack's simpleness resulted in good fortune.

Dramatizing the story

Use after page 57.

The children may carry out the dramatization for which they prepared during REREADING.

READ AND Do, page 15.

RELATED EXPERIENCES

Let the children tell some other old tales in which simple people do amusing things.

Show the children how to use this story for a shadow show. Stretch a sheet across a doorway and place a strong light behind the sheet. Have the children pantomime the action of the story, keeping themselves between the light and the sheet.

SUGGESTED STORIES AND POEMS

To be read by the children

"How Many Donkeys," page 104, The World Around Us, Silver Burdett Company, New York, 1938.

"The Simpleton," page 270, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "What You Look for You Will Find," A Child's Book of Modern Stories, compiled by Skinner and Skinner, The Dial Press, New York, 1935.

"The Wise Men of Gotham," Tales of Laughter, compiled by Kate Douglas Wiggin and Nora Archibald Smith, Doubleday, Doran and Company, Inc., New York, 1934.

Poems: "My Book Holds Many Stories," by Annette Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919. "Three Wise Old Women," by E. T. Corbell, My Caravan, com-

piled by Eulalie Grover, Laidlaw Brothers, New York, 1932.

Another

PAGE 58

BUILDING BACKGROUND

"You have enjoyed listening to poems for several years. Other teachers have read beautiful poems to you, and I have read many poems to you. Now you are going to have an opportunity to read a poem yourselves. The next selection in your reader is a lovely poem written especially for this book by Aileen Fisher."

DEVELOPMENTAL READING

Word Development: "The poem is about hills and plains and what is beyond them. Did you ever wonder what is beyond the towns that you know, and beyond the hills and plains that you have seen?"

Page 58 beyond *plains wonder

Reading: "Look at the picture on page 58. Do you see the little town in the foreground? Can you find another town beyond this town? What do you suppose is beyond the hills? Yes, there probably is another town, and another plain, and another hill, and so on. Let's read this poem called 'Another.' I'll read it aloud while you read it to yourselves."

Note: Every precaution should be taken to ensure that the children's first reading contact with poetry is a pleasurable one. This is no time to take chances on some children's experiencing difficulty in recognizing new words, or to permit slowing up of interest because of the changed format which children will meet for the first time when reading this poem. For these reasons it is advisable for the teacher to read the poem orally, giving careful attention to expression and rhythm, while the children accompany her with silent reading, adjusting their eye movements to the new format and experiencing only enjoyment during this first reading contact with poetry.

Discussion: After you have read the poem orally, let the children enjoy a discussion stimulated, perhaps, by such questions as, "Did you over wonder where some things end? Look at the hills (or plains or whatever the children can see from the classroom window). Where do you think they end?" Continue with the suggestions given under APPRECIATION.

REREADING

"You usually like to hear your favorite poems again and again. Would you care to hear this one again? Would someone like to read it aloud for the rest of us to enjoy? While reading it try to feel as you think the author might have felt, looking at another house and another fence and tree as she wrote the poem."

Let a few children who volunteer read the poem orally. Encourage free and enjoyable discussion.

ADDITIONAL READING ACTIVITIES

APPRECIATION

Supplementing with personal experiences

Use after Encourage the children to describe what they have seen when page 58. visiting places beyond their own town or countryside.

READ AND Do, pages 16-17.

RELATED EXPERIENCES

Each child may paint or draw a picture of something he has seen "beyond our street" or "beyond our town."

Some of the children may recite favorite poems which they have learned.

SUGGESTED POEMS

To be read to the children

"The Little Land," by Robert Louis Stevenson, A Child's Garden of Verses, Charles Scribner's Sons, New York, 1905.

"The Unexplorer," by Edna St. Vincent Millay, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1939.

SECTION II

Adventuring We Go

ILLUSTRATION: PAGE 59

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the table of contents, read the title of this new group of stories, and then express their opinions in regard to the kind of stories they will find in this section. Guide them to the conclusion that the stories will be about some adventures of other children. Have them read the story titles under the section title, and tell you what they think the adventure in each story will be. When interest in the new section has been well stimulated, ask the children to turn to page 59.

"This is the opening picture of the new section. Read the title at the bottom of the picture.

"The children in the foreground are the four King children who live near the river. The older boy is Ray; the younger one is Don. The older girl is Rose and the younger girl is Ann. What adventure do you think they are about to have?"

Let the children discuss the picture freely, and guide them to the conclusion that the King children are about to have a ride up the river in a launch, perhaps to some spot where they will have a picnic lunch.

"You will read about these children in the story titled 'When the River Went Wild.' They have a very exciting adventure in that story."

Peggy and Her Master

and

Runaway Barges

PAGES 60-72

BUILDING BACKGROUND

"Turn to page 60. Here is a picture which accompanies the story called *Peggy and her Master*. Who do you think Peggy is? What kind of dog is she? Yes, a *collie*. Do you see Peggy's master? His name is *Joe*. What is Joe about to do? What do you think Peggy will do

when Joe throws the stick? Where are Peggy and Joe? What is the barge carrying? Yes, it has a load of pine boards. Have you noticed the rope tied to the barge and hanging into the water? What do you think it is used for?

"Look at the barges on page 61. What is each barge carrying for its load? Do you think these barges are tied together? What kind of boat is the little boat out on the river? What do you think this tugboat will do with the barges?

"There is another interesting feature about these barges. Look at the little house on the end of each barge. Do you see the white curtains at the windows? Do you think anyone lives in these little houses? Who do you think lives in them? We'll find out if Joe lives in one of them."

Peggy and Her Master

DEVELOPMENTAL READING

Pages
61-64
*master
*Joe
wrapped
blanket
collie
helpless
chug-chugunloaded

Word Development: "Barges are helpless boats. They can't move by themselves but have to wait until a tugboat chug-chug-chugs along and pulls them to the place where they are to be loaded or unloaded." Have the children note that less added to help makes the word say helpless, and that un placed before loaded makes the word say unloaded. (See word recognition for development of the prefix un.) "One time Peggy fell into the water and Joe wrapped her in a blanket to keep her from catching cold. We'll read about that very soon." (Master and collie were developed while building background.)

Reading: (61) "Read this page to find out if you were right about what the barges in the picture are carrying." (62) "How did Joe happen to have Peggy?" (63) "Why were Joe and Peggy on the barge?" (64) "In what way was Peggy useful?"

Discussion: See APPLICATION OF STUDY SKILLS.

REREADING

Write on the blackboard the sentences below. Have the children number them in the order in which each event took place in the story. Then ask them to reread the story for the purpose of verifying their remembrance of the sequence of these events. Then into the water she went.

Joe pulled the little dog out of the water.

Soon she came swimming back with the stick.

For a second Peggy watched the stick.

Joe threw a stick into the water.

The barge people went on shore.

Joe wrapped the little dog in a blanket.

Peggy grew into a beautiful collie dog.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Recognizing compound words

Below are new compound words which appear between pages 68 and 105. Write on cards words which are parts of these compound words, for example: on one card write look; on another card write out. Give a card to each child. One child may stand before the class and show his card (such as look). Any child who has a word (such as out) which will combine with look to make a compound word (lookout) then holds his card beside the other child's card. A third child may read the compound word.

Use after page 64.

overflowed halfway
uprooted pancokes
nobody forever
Johnson homesick
anybody lookout
fireboat mouthpiece
watchman bobsled

Developing the prefix un

"One of the new words in our story was unloaded. What is the Use after difference in the meaning of loaded and unloaded?" Write the two page 64, words on the blackboard and let the children discuss them.

"We are going to read soon that Peggy was uneasy." Write uneasy on the blackboard. "What does uneasy mean? Yes, it means not easy.' When un is at the beginning of a word, it usually means, not' or 'the opposite of.'"

Have the children write un at the beginning of each word below, read the new word, and tell what it means. Finally ask them to suggest a sentence using each word in its changed form. (The under, lined words appear with the un prefix between pages 63 and 240.)

load, easy, painted, tied, winding, dress, fasten, truc, interesting

Reviewing the prefixes a, be, re

Use after page 64.

Ask the children to add prefixes to the words below as indicated, read each prefixed word, and use it in a sentence.

Add a: field, loud, ground, piece, light, side, like

Add be: side, came, long, friend

Add re: turn, paid, read, tell, write, build

APPLICATION OF STUDY SKILLS

Comparing two means of transportation

Use after page 64.

Lead the children in a discussion of the kinds of material usually transported by barges. Guide them to the conclusion that this material is usually heavy and bulky. Help them to analyze the ways in which a barge is peculiarly suited to this type of cargo: it is low; it has a broad deck; many barges can be pulled by just one tugboat.

Help the children to clarify their understanding of the advantages and disadvantages of barges by contrasting them with airplanes as a means of transportation.

*Write on the blackboard the words and phrases below. Have the children decide whether a barge or an airplane would be more suitable for transporting each item.

letters, boards, flowers, doctor, rocks, medicine, cement, sand, heavy engines, logs, small packages, gold rings, barrels of apples, new trucks, a sick child.

Runaway Barges

DEVELOPMENTAL READING

Pages 64-67 empty *creaked *groaned bunk listened *grinding *jerking

Word Development: "It was a stormy night when this story happened. Six empty barges were tied up to the dock. They kept pulling and jerking at the ropes. Joe lay in his bunk and listened."

Reading: (64-65) "What were the barge people doing on the night of the storm?" (66-67) "What did Joe and Peggy do after the party? What happened to the barges?"

Discussion: "What may happen to the barges if they are not rescued?" See also interpretation of meaning.

Word Development: "Do you think it was dangerous for the barges to be floating out into the darkness?" Have the children note that ness added to dark makes the word say darkness. "Do you suppose anyone will throw a searchlight on the boats and sound a siren?" Encourage the children to get coffee, on page 72, from context and picture clues.

Pages 68-72 searchlight darknees siren dangerous coffee *alom

Reading: (68) "How did Peggy sound the alarm?" (69-70) "What difficulties were encountered in trying to rescue the barges?" (71-72) "How did the barge people show their appreciation to Peggy?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Each child may select from the story a sentence which he wishes to pantomime. After a child has pantomimed his sentence, the other children may try to find in the book the sentence which he pantomimed. One child should be asked in each case to read the paragraph containing the sentence.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing silent letters

"In this story we had a new word in which two vowels occurred. Use after together, and in which the first vowel was long and the second silent. Page 72. It was a boy's name. What was it? Yes, Joe." Write Joe on the blackboard. Have a child underline the silent letter.

"We also had some old words with two vowels which were not together, and in which the second vowel was silent. In this case the silent letter was a final e. An example of such a word is wave." Write the word on the blackboard and ask a child to underline the silent. final e.

"We also had some words containing double consonants, the second of which was silent. An example of such a word is merry." Have a child underline the silent r in merry.

*Write on the blackboard the additional words below. Ask the children to organize the words into lists under the three key words indicated above, and to underline the silent letter in each word.

fall, ice, load, wagged, rose, yellow, sails, puppy, mule, robbing, trade, plain, stubborn, spotted, safe, boat, chain, home, grinned, boards, coffee, coat, wave, mutton, collie, carried, gave, Peggy, use, shopping, fire, paid, wrapped.

Reviewing contractions

Use after page 72. "On page 69 we had a new contraction. It was the word what's, which stands for what is." Write the italicized word and phrase on the blackboard and have them read.

*Ask the children to write the contraction for each of these phrases: she is; who is; he is; where is; that is; how is.

"In our next story we are going to have two new contractions: haven't, which stands for have not, and isn't, which stands for is not." Write the italicized words and phrases on the blackboard and have them read.

*Ask the children to write the contraction for each of these phrases: has not; does not; are not; would not; must not; should not.

INTERPRETATION OF MEANING

Formulating and verifying definitions

Use after page 67.

Guide the children in formulating a definition for each of the words below as used in the text of the story; then write on the blackboard each definition as finally accepted by the group. Read the definitions for each of the words as given in the dictionary. Let the children select the one which is most appropriate for the word as it is used in the story, and compare it with their own definition.

helpless, uneasy, bunk, master barge, dock, deck, creak, jerk

Identifying and using descriptive words

Use after page 72.

Write on the blackboard the words and phrases below. Have the children select from the list words that would be suitable for describing a stormy winter night on the river.

warm, storm, cold, merry, wind, siren, easy, dangerous, safe, blue water, black water, quiet, creaked, groaned, still, snow, alarm, uneasy, sunshine, What jerked, grinding

*Ask each child to write a short paragraph telling what he might see and hear on a stormy night on the river.

APPLICATION OF STUDY SKILLS

Formulating summary sentences

Discuss the four major parts of the story. Have the children formulate a summary sentence for each part, as:

Use after page 72.

The barge people had a happy time the night before Christmas.

The barges floated away.

Peggy gave the alarm.

The barges were brought to a safe harbor.

APPRECIATION

Discussing the mood of incidents

"While I read parts of the story, think whether each part makes Use after you feel happy, sleepy, excited, or frightened."

page 72.

The people on the barges were having a merry time because it was the night before Christmas. They were all together in one of the little houses. There was a Christmas tree for the children.

Joe turned over in his bunk and went back to sleep.

The light showed the three runaway barges being carried out to sea. It showed Peggy running up and down the deek.

The mothers wrapped their children in blankets. They did not know what would happen.

Joe's father jumped and caught a rope.

The barges were safely tied up in the harbor. The barge people laughed and cried at the same time.

Everyone was patting Peggy and feeding her.

READ AND Do, pages 18-22.

RELATED EXPERIENCES

Invite the children to relate personal experiences in which their pets have shown loyalty and courage.

Let the children construct model barges and tugs. They may load each barge with a suitable cargo. The models may be used for dramatic play or a display for other classes to sec.

SUGGESTED STORIES AND POEMS

To be read by the children

"An Old Dog, An Old Trick," page 108, Through the Green Gate, Row, Peterson and Company, Evanston, Illinois, 1939.

"The Boat That Flew," page 139, Round About You, Silver Burdett Company, New York, 1940.

"How Jan Saved Picter," page 218, Near and Far, Silver Burdett Company, New York, 1940.

To be read to the children

Stories: "Little Gulliver," by Louisa M. Alcott, More Story Hour Favorites, selected by Wilhelmina Harper, the Century Company, New York, 1929.

"A Daring Rescue," by Arthur Ransome, Children's Literature by Grades and Types, Ginn and Company, Boston, 1938.

Poems: "The Storm," by Dorothy Aldis, Everything and Anything, Minton, Balch and Company, New York, 1927.

"Islands," by Rachel Field, *The Pointed People*, The Macmillan Company, New York, 1930.

When the River Went Wild

PAGES 73-82

BUILDING BACKGROUND

Show the children pictures of floods, if such pictures are available. Describe floods which you have seen or read about. Invite the children to tell of any experiences they have had in seeing floods.

DEVELOPMENTAL READING

Word Development: "Our new story is about a river that went rushing down a valley and flooded a town. Ray explained to Mr. Johnson the predicament of a poor old goat who was caught in the flood. Ann begged Mr. Johnson to save the goat. We'll find out if he clid."

Reading: (73) Discuss the picture of the flooded town. "Read the description of the flood that is given on this page and find out more about it." (74–76) "Read the next three pages to find out about the predicament of the goat and if Mr. Johnson consented to help."

Discussion: "How would you have tried to rescue Pepper Pill if you had been in Captain Parker's place? Do you think that Captain Parker may have some trouble? What kind of trouble may be have?"

Word Development: "The children stared at the muddy water." Have the children note that the consonant d was doubled when p was added to mud. (See word recognition.) "They couldn't see either the banks of the river or the river road. They wondered if the water was shallow close to the edges of the flooded stream. They saw many strange things in the water. Once they saw something that looked like an alligator. Mrs. Parker had a twinkle in her eye as she told them about a bell."

Reading: (77-80) "Read and find out what the children saw from the porch," (81-82) "Find out if old Pepper Pill was rescued,"

Discussion: See interpretation of meaning and appreciation.

REREADING

Through discussion, aid the children to determine what the major topic of the story is. Their conclusion should be that the flood is the major theme. Follow this development by having them reread the story to find parts which give details describing the flood.

Pages
73-76
rushing
valley
flowled
*wife
*Ray
explained
*till
begged

Pages
77–82
stared
either
twinkle
*rang
alligator
*(ding)
shallow
*dreamed

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing long and short vowels

Use after page 76. Write on the blackboard the headings and key words below.—
Then pronounce the words in the list, calling upon different children to write each of the words under the appropriate heading.

sad, take, Ann, day, mate, lad, black, wave, safe, back, stay, last, trade Review long and short e, i, o, u, and y in the same way. Words to use are suggested below.

For e: he, end, pen, sea, beak, Peg, we, me, reach, bend, men, went, beat For i: wife, I'll, pill, lips, grind, cliff, sight, lived, light, his, stick For o: Rose, Don, told, rope, on, box, old, dock, Joe, top, goat For u: bunk, use, mule, chug, rub, Sue, Judy, mud, such, music, cut

For y: why, sandy, fly, stormy, party, dry, sky, lazy, happy, cry, try

Introducing syllabication

Use after page 82.

First develop ability to hear two syllables in a word. This may be introduced as follows: "Some words have two parts. Listen while I say darkness. One part of the word is dark and the other part is ness. Can you hear two parts in surprise? What are the two parts?" Continue this procedure with the words Johnson, watchman, grinding, blanket, Sunday.

Then explain that you will say some words which have only one part, and some which have two parts. Ask the children to clap once every time you say a word which has one part, and twice each time you say one which has two parts. Pronounce rang, shallow, morning, Ray, wife, happen, mutton, top, garden.

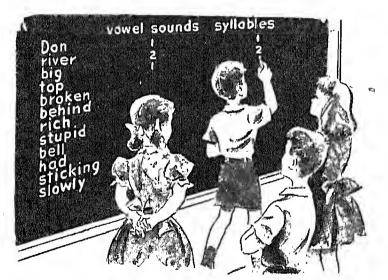
After the children are able to hear the difference between one-syllable and two-syllable words, introduce the term syllable. "Each part of the word which you can hear separately is called a syllable. In darkness, dark is a syllable and ness is a syllable." Write syllable on the blackboard and have the children read it.

Following this introduction, develop the true concept of syllables as determined by vowel sounds. Write on the blackboard several

one-syllable words, as: Don, big, top, rich, bell, had. Ask, "How many vowel sounds can you hear in Don? How many syllables are there in Don?" Continue in the same way with the other words. Then guide the children to awareness of this fact: When a word has one vowel sound, it has only one syllable.

Repeat the procedure with two-syllable words and guide the children to awareness of this fact: Words which have two vowel sounds have two syllables. Suggested words to use are river, sticking, broken, behind, slowly, stupid.

*If the children need additional practice, write on the blackboard the headings and words indicated in the illustration. Then ask the children to count the vowel sounds in the first word and write the number at the right of the word under the heading vowel sounds. Then have them determine the number of syllables and write the number under the heading syllables. Continue in the same way with the other words.



Developing the variants y and er, doubling the final consonant

Write on the blackboard in a vertical list mud, Dad, sun, Sam, Tom, fur, pup. Opposite this list write muddy, Daddy, sunny, Samny, Tommy, furry, puppy. Ask the children to note what happens to the final con-

Use after page 82.

sonant in each of these words when y is added. Ask how many vowels there are in each word.

Repeat the above procedure, emphasizing the doubling of the final consonant when er is added. Suggested words to use are run, big, plan, shop, pat; runner, bigger, planner, shopper, patter.

Help the children to become aware of this fact: When a word ends in a single consonant following a single vowel, the final consonant is usually doubled before adding y.

Reviewing the variants ed, ing, est, doubling the final consonant

Use after page 82. Write on the blackboard in a vertical list the words below. Ask different children to write one of the words, first doubling the final consonant then adding ed; and again, adding ing. Have them read the variant forms and explain why the final consonant was doubled in each case.

grin, mop, stop, rob, clap, chug, rub, plan, bob, trot
Repeat the procedure, having children add est to big, sad, thin.

INTERPRETATION OF MEANING

*Detecting irrelevant words

Use after page 82. Write on the blackboard the groups of words below. Have the children select and underline the irrelevant word in each group.

explained	stared	wife	mule	flashlight
replied	listened	woman	alligator	valley
answered	watched	alligator	turtle	candle
flooded	looked	lady	frog	searchlight
muddy	bread	float	valley	shine
dirty	tea	walk	plain	darkness
dusty	coffee	swim	mountain	twinkle
clean	milk	dive	meadow	flash

APPLICATION OF STUDY SKILLS

*Following directions

Use after page 82.

Write on the blackboard the paragraphs below. Ask the children to follow the directions.

Draw a picture of the valley as you think it might have looked from the lookout before the flood. Show the trees, the gardens, the houses, the river bank, and the river road. Draw a picture of the flooded valley as seen from the lookout. Put in all of the things the children saw.

APPRECIATION

Recognizing emotions of characters

Write on the blackboard the words below. Then ask the questions Use after and let the children decide which word best answers each question, page 82.

troubled excited glad sad frightened

How did the King children feel when they came to Captain Parker's house?

How did they feel when they saw the valley from the lookout? How did the people feel when they had to move out of their houses? How did Pepper Pill feel when he was in the deep water? How did the people feel when the flood was over?

READ AND Do, pages 23-26.

RELATED EXPERIENCES

The children may collect pictures and news clippings about floods. These may be placed on the bulletin board or in a scrapbook.

They may make a large calendar showing the dates of the current month. Each day have them agree upon a word which best describes the weather, then let one child write this word beneath the date on the calendar.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Storm," page 237, We Grow Up, The Macmillan Company, New York, 1939.

"Tornado Weather," page 162, Fun and Frolic, D. C. Heath and Company, Boston, 1942.

To be read to the children

Story: "Why the Water in Rivers Is Never Still," The Book of Nature Myths, edited by Florence Holbrook, Houghton Mifflin Company, Boston, 1902.

Poem: "The Rains of Spring," by Lady Isc, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

Why the River Floods

PAGES 83-85

BUILDING BACKGROUND

Guide the children in a discussion of a brook, creek, or river with which they are familiar. Ask such questions as: "Where does it begin? Where does it end? How does it happen to be where it is? Does it ever do any damage? If so, what kind of damage? Of what use is this stream?"

DEVELOPMENTAL READING

Pages
83-85,
*begins
*clear
melts
easily

Word Development: "We are going to read a selection about a river and find out why it floods. The selection tells us how easily a brook may become a river, what happens to rivers when the snow melts, and many other things."

Reading: (83) "Read and find out how a brook may become a river." (84) "Find out why the river floods." (85) "Of what usc is a river? How do people protect themselves from floods?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread this selection for the purpose of summarizing, in sequence, the steps in the formation of a river. Write their statements on the blackboard, as:

The river begins from a spring high in the mountains.

It flows down in a little stream that people call a brook.

Other brooks empty their water into it, and people call it a creek.

Other creeks empty their water into it, and people call it a river.

The river flows into the sea.

ADDITIONAL READING ACTIVITIES INTERPRETATION OF MEANING

*Recognizing relationships

Use after Write on the blackboard the words below. Have the children page 85. arrange each group in sequence from the smallest item to the largest.

sea brook river creek spring day second year week minute yard foot mile ten hundred one thirty fifty two butterfly bee airplane bird

APPLICATION OF STUDY SKILLS

Interpreting map symbols

Sketch on the blackboard a map showing the source of a river, the brooks combining to form a creek, the creeks combining to form a river, and the river flowing into the sea. Ask different children to explain the map you have drawn.

Use after page 85.

Show the children a wall map. Ask them to find and trace the course of rivers on the map.

*Checking retention by pictorial representation

Have each child draw a scrics of pictures illustrating the successive steps in the formation of a river.

Use after page 85.

Locating additional information

Let the children find in books on the library table, or in the school and public libraries, pictures of streams. Ask them to show the pictures to the class. Have the class attempt to determine, by the clues in the pictures, which stage in the formation is represented.

Use after page 85.

APPRECIATION

Appreciating man's relationship to natural forces

Have the children discuss the ways in which rivers can be destructive. Guide them to the conclusion that by building dams it is possible for man to control the destructive forces of rivers and to utilize the power for electricity and irrigation.

Use after page 85.

Read and Do, page 27.

RELATED EXPERIENCES

Take the children for a walk immediately after a rain, if possible. Have them observe how the water runs off the ground in rivulets which cut beds into the soil, carry along mud and pebbles, and join larger streams in much the same way as a river system.

Let the children make a relief map representing a miniature river system. They may fill a low, flat container with clay. Then, using the text as a guide, they may mold the clay to represent the mountains, the plains, the brooks, the creeks, the river, and the sea. Salt and flour or papier-mâché may be used in place of clay. The streams and bodies of water may be painted blue when the relief map has hardened.

Show the children colored slides or motion pictures of rivers and flood control projects. Information for obtaining these visual aids may be obtained by writing to your State Department of Education or to the United States Department of the Interior.

SUGGESTED STORIES AND POEMS

To be read by the children

"How the Third Grade Children Became Weather Prophets," page 177, Near and Far, Silver Burdett Company, New York, 1940.

"A Houseboat in China," page 72, Faraway Ports, The John C. Winston Company, Philadelphia, 1940.

"Rocks, Pebbles and Soil," page 287, Testerday and Today, Silver Burdett Company, New York, 1939.

To be read to the children

Stories: "The Raindrops' Journey," A Child's Book of Modern Stories, compiled by Ada M. and Eleanor M. Skinner, The Dial Press, New York, 1935.

"Rivers," by Ann Nolan Clark, In My Mother's House, The Viking Press, New York, 1942.

Poems: "Rain," by R. L. Stevenson, Chimney Corner Poems, selected by Veronica Hutchinson, Minton, Balch and Company, New York, 1929.

"The Rivulet," by Lucy Larcom, My Caravan, edited by Eulalie Grover, Laidlaw Brothers, New York, 1932.

How Did Aunt Mary Know?

PAGES 86-93

BUILDING BACKGROUND

Ask the children to describe different types of telephones which they have seen or used. Especially encourage detailed descriptions of the old box type of telephone which some of the children may have seen in farmhouses. If none of the children has seen this type of telephone, describe one to them.

Motivate interest in the new story by additional questions and remarks as, "Do you think people have always had telephones? For how long a time do you think it has been a rather common practice for people to have telephones in their homes? Our new story is about a telephone. You will find the answers to these questions when you read it."

DEVELOPMENTAL READING

Word Development: "Our new story is about something that happened a long time ago. The three children in this story are Lucy, Kenneth, and Katic. A part of the story took place in a grocery store where there was a big jar of candy." Have the children note the sound of a when followed by r in jar. (See word recognition for development of this sound.) "There was an old-fashioned telephone in the grocery store, too. It looked like a box with a black mouthpiece to talk into, and it had a black receiver to place at your car. Under the grocery store there was a cellar in which an accident happened. We'll find out about the accident as we read the story."

Pages
86-93
Kenneth
jar
grocery
*wall
*crank
*hook
cellar
accident
recciver
*mine

Reading: (86–87) "Here is a picture of Lucy talking with her twin cousins, Kenneth and Katie. Read the first two pages and find out what they were discussing." (88) "Find out more about the telephone Mr. Lane had in his store." Have the children examine the picture of the telephone at the bottom of the page. Ask them to identify the bells, mouthpicce, receiver, and crank, and see if they can tell the use of each of these parts. (89–90) "Read the next two pages and find out about the accident." (91–93) "The rest of the story tells about interesting experiences the children had with the new telephone. Find out what they were."

Discussion: See Interpretation of Meaning, Application of Study skills, and Appreciation.

REREADING

Ask the children to answer from memory the questions below. Write the answers on the blackboard. Then have the children reread the story far enough to verify their answer to the first question. Revise the answer on the blackboard, if necessary. Use the same procedure with the remaining questions.

In what three ways had the store been improved since Kenneth and Katie had last seen it?

Can you describe exactly how the telephone looked?

How did Katie happen to have her accident?

In what two ways was Katie injured?

How did Aunt Mary greet Katic?

What was Aunt Mary's conversation over the telephone?

What did Kenneth say over the telephone?

What did Lucy say?

What did Aunt Mary do when they were all through talking?

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing the sounds of a, e, i, o, and u when followed by r

Use after page 93.

Visual Discrimination: Write on the blackboard ate, at, jar. Have the children read the words and compare the sounds of a in the three words. Explain that when a is followed by r, it usually has the sound of a as in jar.

Auditory Discrimination: Pronounce arm, Lane, can, far, hard, trap, came, park. Have the children indicate when you say a word containing the sound of a followed by r.

Develop in the same way the sounds of e, i, o, and u followed by r. Visual Discrimination: Suggested words to use are:

For er: he, get, Bert.

For ir: ice, it, bird.

For or: no, not, nor.

For ur: use, run, hurt.

Auditory Discrimination: Suggested words to pronounce are:

For er: her, she, bed, finger, we, answer, clerk, bell, be, stern. For ir: first, shine, sir, in, dive, birch, wide, shirt, mine, till, dirt. For or: for, sober, trot, corn, flock, cord, nose, north, Bob, cold, organ, both, nor.

For ur: fur, cut, burn, bunk, curled, tune, burro, cup, Sue, turtle, huge, turkev.

Word Building: sit (sir); he (her); stay (star); porch (perch); cat (car): fat (far); not (nor); card (cord); wheel (whirl); fun (fur); cut (cur). Contextual Application: Suggested sentences to have the children read are:

> When the storm was over Ray could see the stars. Don caught a fish. It was a perch. Kenneth said, "Yes, sir, I used the telephone." Lucy tied a box with a strong cord. The dog was just a little lost cur.

Reviewing the final speech sounds nk, ck, ng, th, sh, ch

Write on the blackboard the final speech sounds nk, ck, ng, th, Use after sh, ch. Read to the children words which end with these different page 93. sounds. After you read each word, ask a child to indicate on the blackboard the speech sound with which the word ends.

Suggested words to use are: crank, whack, rang, rich, bank, bath, hatch, crack, mouth, wing, snatch, fish, drink, flash, pick, lunch, bank, rack, string, north, swish, long, breath, push, reach.

INTERPRETATION OF MEANING

*Extending word meanings

Write on the blackboard the sentences below, Have the children Use after find in the first sentence a word that would be appropriate to use Page 93. with a different meaning in the second sentence. Discuss the two meanings of the word. Use the same procedure with the other pairs of sentences.

The new candy was in a big jar.

When the heavy truck went by you could feel it . . . the house.

Lucy said, "This is the best kind of candy."

Uncle John and Aunt Mary were very . . . to Katie.

Katie fell through the trap door.

The little mouse was caught in a

There was a new sign over the store. Lucy could write a letter and . . . her name.

Lucy said, "This post can be home." Lucy ran to . . . a letter for Mother.

In a twinkling Uncle John was down the cellar steps. It was night and the lights were . . . over the water.

Uncle John said, "Who left that trap door open?"
Katie did not hurt her . . . hand.

APPLICATION OF STUDY SKILLS

*Classifying items under a specific heading

Use after page 91.

Write on the blackboard the headings and lists of words below. Ask the children to read them, select the items which should be listed under each heading, and write them where they belong.

Telephone	Grocery store	River
bank	sign	mud
wall	flood	bridge
crank	receiver	coffee
clerk	jar	barge
hook	mouthpiece cellar	bell

APPRECIATION

Recognizing changing conditions

Use after page 93. Guide the children in a discussion of changes which are taking place in communication. Have them make some predictions about future changes and the effect which these changes might have on our relationships with other people. This interest might be used as motivation for three short skits entitled "Fifty Years Ago"; "Today"; "Fifty Years from Now,"

READ AND Do, page 28.

RELATED EXPERIENCES

The children may invite some older person to tell them about his earlier experiences in using telephones, radios, automobiles, and airplanes. Place on the bulletin board the heading *Then and Now*. Ask the children to bring pictures to display under this heading. The pictures should represent communication and transportation of fifty or more years ago, and the same facilities as they exist today in their most modern forms.

SUGGESTED STORIES AND POEMS

To be read by the children

"Patrick's Telephone," page 70, Lost and Found, D. C. Heath and Company, Boston, 1942.

"A Funny Telephone," page 36, Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

"Calling for Help," page 59, Near and Far, Silver Burdett Company, New York, 1940.

To be read to the children

Stories: "Gissing and the Telephone," by Christopher Morley, I Know a Secret, Doubleday, Page and Company, New York, 1927.

"The Guest in the House," by Carolyn Bailey, *The Wonderful Window*, Cokesbury Press, Nashville, Tennessee, 1926.

Poems: "Emma's Store," by Dorothy Aldis, Before Things Happen, G. P. Putnam's Sons, New York, 1939.

"Eletelephony," by Laura Elizabeth Richards, My Poetry Book, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

The Homemade Sled

PAGES 94-101

BUILDING BACKGROUND

Ask the children to tell their experiences in coasting down hill. Guide them in a discussion of their favorite sleds: where they got them, how they were made, the uses they served.

DEVELOPMENTAL READING

Pages
94-96
*Dan
iron
*hood
*steep
*Rovers
steered
curve
swung

Word Development: "We shall now read a story that happened a hundred years ago. It is about a boy named Dan who had an old homemade sled that didn't even have iron runners on it. We shall also read about the Red Rovers. Dan often watched the Rovers as they steered their bobsled down hill and swung around the curve."

Reading: (94-95) "Read these pages and find out more about Dan's sled, and about the Red Rovers." (96) "Here is a picture of the Red Rovers' bobsled. How is it different from Dan's sled? Read and find out what Polly said to Dan."

Discussion: "What is meant by 'His sled was for work, not for play? Why did the boys lean to the right as they swung around the curve?"

Pages 97-101 snowdrift wooden passed *smashed *tracks *rusty Word Development: "There was a deep snowdrift at the bottom of the hill and it was difficult for Dan to steer around it because of the wooden runners on his sled. Do you suppose Dan took Polly for a ride? Do you think the Red Rovers passed Dan and Polly again?"

Reading: (97-98) "Something very exciting happens in the next two pages of the story. Find out what it is." (99-101) "How did the Red Rovers repay Dan for the accident?"

Discussion: "Who do you think originally owned the sled left for Dan? Why were the iron runners rusty?" See also INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

Ask the children to recall from memory incidents in the story which prove these statements: (1) Dan was clever at making things. (2) Dan was kind and helpful. (3) Dan was a fast thinker.

As a child recalls an incident, ask other children to check his answer by finding and reading orally the incident in the story.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing one- and two-syllable words

Pronounce the words below. Ask different children to say one or Use after two after you pronounce each word, according to the number of Page 101. syllables which they hear.

mild, town, candy, sugar, lame, Jan, mayor, Mary, clerk, palace, silk, king, happy, Dummling

Write on the blackboard the headings and words below. Have different children read a word and answer the two questions about it by writing t or t under the appropriate heading.

	vowels do	•	How many syllables are in the word?
Don		 cellar	• • •
		 bobsled	
sled		wooden	
rust		kitchen	
not		 morning	

Developing the sound of a single vowel in a one-syllable word

Write on the blackboard the words and questions below. Have Use after the children answer the questions for each word in the two groups page 101. of words.

red	best	SO	my
old	met	he	me
fun	sot	go	bе
hill	with	she	nο

How many syllobles are in the word? How many vowels are in the word? Is the vowel at the end of the word? Is the vowel long or short?

Guide the children to awareness of this fact: When there is only one vowel in a one-syllable word, it is usually short unless it is at the end.

Reviewing tr, dr, fr, cr, gr, pr, br

Use after page 101.

Write on the blackboard these blends as headings: tr, dr, fr, cr, gr, pr, br. Read the words below, calling upon a different child in each ease to write under the appropriate heading the word that you pronounce.

cracked, dry, grocery, track, brook, fresh, proud, grind, crank, dreamed, present, from, brown, trot.

INTERPRETATION OF MEANING

*Recognizing homonyms

Use after page 101.

Write on the blackboard the sentences below. Have the children find and underline in each pair of sentences two words which sound the same but are spelled differently. In each case ask them to tell the meaning of each of the two words.

Everyone knows it is fun to slide down hill. Nothing showed but the tip of Polly's small nose.

The Red Rovers were right behind Dan's sled. Dan wanted to write the Red Rovers a thank-you letter.

The runners on Dan's sled were made of wood. The sled would not go far on a steep hill.

Dan knew his sled was not for play. The Red Rovers did not give Dan a new sled.

Dan pulled Polly down the road. Ten boys rode on the bobsled.

Dan threw Polly into a snowdrift.
Polly began to talk as soon as she came through the door.

APPLICATION OF STUDY SKILLS

Alphabetizing

Use after page 96. Write the alphabet on the blackboard. Explain that when all the letters are in this order, the arrangement is called *the alphabet*. Write the term on the blackboard. Ask different children to read the letters of the alphabet in order.

Then write on the blackboard the words below. Call upon different children to write a word at the right of the letter with which the

word begins. Have them choose the words in alphabetical order. (Note that there is no word for x.)

candy, door, bell, apple, hook, egg, grocery, fall, ladder, island, jar, kitten, queen, nest, orange, mule, post, uncle, river, valley, table, wall, zoo, snow, yard.

*Have each child make an alphabet book illustrating the words above.

READ AND Do, pages 29-31.

RELATED EXPERIENCES

Have the children push a chair with metal tips along the floor. Then have them push one without metal tips. Ask them to compare the effort required in pushing the two chairs. Guide them in a discussion of the advantage of iron runners as compared with wooden runners.

They may make individual posters representing winter scenes in the story. A thin coat of paste sprinkled with salt will make the snow-covered areas of their pictures appear very realistic.

Have the children suggest various ways to word apologies. Have each child describe an occasion when it was necessary for him to apologize, and tell how he tried to show that he was sorry.

SUGGESTED STORIES AND POEMS

To be read by the children

"Fun in the Snow," page 6, More Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

"February Twilight," page 245, Lost and Found, D. C. Heath and Company, Boston, 1942.

To be read to the children

Stories: "The Toboggan-to-the-Moon Dream of the Potato Face Blind Man," by Carl Sandburg, Rootabaga Stories, Harcourt, Brace and Company, New York, 1922.

"The Snowdrop," by Carolyn Bailey, Everyday Stories, Milton Bradley and Company, Springfield, Massachusetts, 1919.

Poem: "White Fields," by James Stephens, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

Where Go the Boats?

PAGE 102

BUILDING BACKGROUND

If it is feasible, take the children to a stream near the school and let them sail "boats" — leaves, sticks, cardboard boxes, or anything a child wishes to use. Guide a discussion as to where the "boats" may go. If first-hand experience is not practical, then ask the children to tell of their past experiences in sailing boats, describing what they used for boats and possible destinations of the play boats.



Follow discussion in either case with information about the poem. "We are going to read a poem called 'Where Go the Boats?' It was written by Robert Louis Stevenson. In this poem a child who has been using green leaves for boats wonders where his boats will finally land. We'll find out what he thinks will happen to them."

DEVELOPMENTAL READING

Page 102 castles *foam Word Development: "The water on which this child sailed his boats was covered with foam. He thought of his boats as castles a-float on the foam. Watch for the expression 'Castles of the foam' as you read."

Reading: (102) "I'll read the poem aloud while you read it to your-selves." Read the poem expressively to the children.

Discussion: "What did the child think would finally happen to his boats? In what ways is this poem like the poem 'Another'? In what ways is it different?" Let the children turn back to page 58 and read again the poem "Another." Likenesses and differences between the two poems may be brought out in discussion.

REREADING

"Would you like to read the poem 'Where Go the Boats?' aloud with me?"

After the group has read the poem aloud with you, let different individuals select and read favorite stanzas.

ADDITIONAL READING ACTIVITIES APPRECIATION

Appreciating words and phrases which express action

Ask the children whether this poem makes them see a moving Use after picture or a still picture. Guide them in selecting the words and phrases which give the picture movement, as flows, a-floating, a-boating, goes, past, down the valley, down the hill, shall bring.

page 102.

Enjoying word pictures

Ask the children to close their eyes. Read "Dark brown is the Use after river." Ask them what picture they saw as you read this phrase,

page 102.

Repeat the procedure with "Golden is the sand" and again with "It flows along forever, with trees on either hand."

Ask some child to find the next word picture ("Green leaves a-floating") and read it while the others close their eyes. Continue in this way until all of the word pictures have been visualized.

READ AND Do, page 32.

RELATED EXPERIENCE

The children may draw or paint a series of pictures to illustrate the poem. Under each picture they may write the lines or stanzas illustrated.

SUGGESTED POEM

To be read to the children

"My Ship and I," by Robert Louis Stevenson, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1939.

The Two Sisters

PAGES 103-112

RIJILDING BACKGROUND

Let the children discuss the familiar witch character of fairy tales. They may describe the appearance of witches and tell some of the things that witches have done in storics they have read or heard.

"Our new story is an old tale in which the main characters are a witch and two sisters. We'll find out whether the witch succeeded in her evil plans for each of the sisters."

DEVELOPMENTAL READING

Pages 103-105 badtembered fortunes *backed hedge *bent *shake *thick *witch servant Pages 106-112 wages broomstick *maid *able *indeed

chose

Word Development: "One of the sisters was kind-hearted and one was bad-tempered. Both went out to seek their fortunes and both came to a hedge on the way. Each sister took a position as a servant."

Reading: (103-105) "Find out about the kind-hearted girl's experience in seeking a position and working as a servant."

Discussion: Ask the children to discuss the meaning of each of these phrases: kind-hearted, bad-tempered, seek their fortunes, on she went, far afield.

Word Development: "The girl worked happily for awhile." Have the children note that y was changed to i when ly was added to happy. (See WORD RECOGNITION for development of this principle.) "The girl was given her choice of three things for her wages, and she chose something that the old witch didn't want her to choose. The old witch had a broomstick. Can you imagine what she did with it?"

Reading: (106) "Find out what the girl chose." (107–109) "Did the girl get home with the little box?" (110–111) "Find out what experiences the bad-tempered girl had."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

Have the children reread the story for the purpose of planning a dramatization. List on the blackboard the characters, properties, and costumes as they are suggested. Finally, guide the children in dividing the story into scenes, and write on the blackboard the setting for each scene.

(103) Scene 1: The home of the two sisters

(104-105) Scene 2: The fields

(105-106) Scene 3: The witch's home

(107-108) Scene 4: The fields

(109) Scene 5: The home of the sisters

(110) Scene 6: The fields

(111) Scene 7: The witch's home

(112) Scene 8: The fields

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the silent vowel in a one-syllable word

Write on the blackboard the words below. Ask the children Use after the following questions about each word: (1) How many syllables Page 105-does it have? (2) How many vowels does it have? (3) Is the first vowel long or short? (4) Is the second vowel sounded or silent?

foam each Joe wife slide make plain real load mine rope white

Guide the children to awareness of this fact: When there are two or more vowels in a word of one syllable, the first vowel is usually long and the others silent.

Developing the variants ly, ed, es, est, changing y to i

Visual Discrimination: Write on the blackboard happy, happily; Use after angry, angrily; merry, merrily. Ask the children to note what happage 112. pened to the final y when you added by to each stem word.

Use the same procedure for ed, es, and est. Write on the black-board try, tried; grocery, groceries; happy, happiest; merry, merriest.

Word Building: Have the children write each of the words below in a variant form, changing y to i before adding ly, ed, es, or est.

For ly: easy, hungry, pretty, merry, happy, angry.

For ed: cry, try, carry, dry, marry, hurry.

For es: grocery, baby, puppy, penny, fly, try, cry.

For est: easy, funny, pretty, merry, happy.

*Contextual Application: Write on the blackboard the words and incomplete sentences below. Have the children select the appro-

priate word to complete each sentence, change it to its variant form. and write it in the appropriate space.

> happy angry trv carry

The kind-hearted airl always . . . to be good to people.

When she opened the box of gold and silver, she was the ... girl in the world.

The old witch called out

The bad-tempered girl . . . the big box home.

INTERPRETATION OF MEANING

*Recognizing words of opposite meaning

Use after

Write on the blackboard the words below. Ask the children to page 105. write on their papers the first word in the first column, kind-hearted. Have them select the word in the second column which is the opposite in meaning and write that word to the right of kindhearted. Continue in the same way with the other words.

> kind-hearted never thick short

forever bad-tempered heavy

deep impatient liaht ona patient asked. thin shallow

freeze melt safe clear muddy dangerous replied

empty somebody rich mountains plains

full nobody poor

APPLICATION OF STUDY SKILLS

Dividing the story into sections and choosing subtitles

Use after page 112.

Guide the children in dividing the story into two major sections and composing a subtitle for each section. Suggested subtitles are:

The Kind-Hearted Sister The Bad-Tempered Sister

Using the table of contents

Have the children turn to the list of stories at the beginning of the Use after book. Ask them to read the titles of all the stories they have had so far and decide which ones are realistic and which ones are fanciful.

page 112.

APPRECIATION

Dramatizing the story

Have the children dramatize the story in accordance with plans. Use after suggested under REREADING. Have several children try out for each page 112. part, and guide the group in setting up standards for making a final scleetion. This activity offers an excellent opportunity for stressing such qualities of oral reading as good tone quality, diction, phrasing, and appropriate emotional response.

READ AND Do, pages 33-37.

RELATED EXPERIENCES

The children may give a radio play based on the story.

They may discuss ways in which each of the sisters might behave if she were in their own school and confronted with one of the following situations:

A new pupil asks how he can find the principal's office.

A little child cannot open the door to his classroom, and he asks for help.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Basket of Laughs," page 180, Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

"The Three Sillies," page 180, The Laidlaw Basic Readers, Book Three, Laidlaw Brothers, Inc., Chicago, 1940.

To be read to the children

Stories: "Sour and Civil," by Frances Browne, Granny's Wonderful Chair, E. P. Dutton and Company, New York, 1917.

"The Swineherd," Andersen's Fairy Tales, adapted by Edwin Gile Rich, Houghton Mifflin Company, Boston, 1931.

Poem: "Long Ago and Far Away," by Annette Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919.

Under the Open Sky

ILLUSTRATION: PAGE 113

BUILDING BACKGROUND FOR THE SECTION

Post on the bulletin board attractive pictures or post cards showing outdoor scenes: farm scenes, mountain scenes, and marine scenes with lighthouses. Let the children discuss the pictures freely. Ask them in what part of the country they think each scene has its setting. If the children are not generally acquainted with any of these types of scenery, ask other children who have traveled where such scenery exists to describe what they have seen.

Following discussion, give the children their books. "The stories in the next section are outdoor stories which take place in different parts of the country. The section title is *Under the Open Sky*."

Have the children turn to the table of contents. Help them to read the titles of the stories in this section. Ask if any of the titles offer clues as to where the stories might have taken place.

Next, have the children turn to the introductory picture on page 113. "Do you think this is a good picture to begin this section called *Under the Open Sky?* Why? What is the building at the end of the rocks? Of what use is a lighthouse? Can you think of any reason why this spot might have been chosen as a place for a lighthouse?

"The girl in the picture is Hannah and the boy is Henry. We'll read about them in the first story."

Hannah Blows the Horn

PAGES 114-122

BUILDING BACKGROUND

"Turn to the picture on pages 114 and 115. Here you see Hannah and Henry talking to Mr. Bell, a man who has lived in this vicinity for a long time.

"The gray house on the left served as a lighthouse for many, many years. But eventually the government built the new lighthouse which you see at the end of the rocks, and it no longer had any use for the old lighthouse. Someone else had some use for it, though. We'll find out who this was when we read the story."

DEVELOPMENTAL READING

Word Development: "The old gray lighthouse did good service before the government built the new lighthouse. Each night its light appeared and guided boats. When the fog grew so thick that the light could not be seen, its fog horn blew to warn boats away from Saw-Toothed Ledge. One night a whole boat went to pieces on this rocky ledge." (Hannah and Henry were introduced while building background.)

Reading: (115-116) "Find out who is making use of the old gray lighthouse now." (117-118) "Read the next two pages and find out about the shipwreck that once took place near this lighthouse."

Discussion: See INTERPRETATION OF MEANING.

Word Development: "Hannah's father and mother kept their car in the tool shed. They drove it just often enough to avoid the danger of having the battery run down. But they rode their bicycles to town every day to buy groceries. The children, of course, didn't dare to try to drive the automobile. They liked to hear the horn go ho-o-enk, but they had been warned not to blow it because that would run the battery down."

Reading: (119-122) "Hannah and Henry had an exciting time trying to warn a sailboat away from the rocks. Read the rest of the story and find out what happened."

- Discussion: See Interpretation of Meaning, application of Study skills, and appreciation.

REREADING

Have the children reread each page for the purpose of selecting the part which best answers a specific question. Ask one child to read orally the part which he selects. Then have the class decide whether that part gives the best answer to the question.

Suggested questions are: (115) "To what did Hannah compare their house?" (116) "Why didn't the government use the old lighthouse any more?" (117) "In Mr. Bell's story about the wrecked cattle ship, what were the first sounds that people on the shore heard, and the first sights that they saw?" (118) "Why was it a good thing that the animals came toward the old Gray Light?" (119) "What did the children see after Mr. Bell left?" (120) "What did Hannah

Pages 115-118 *(snick) Hannah Henry *sunbonnet povernment *nodding *Saw-Toothed ledge zvhole appeared guided Pages 119-122 *tools buy danger darrbattery (ho-o-onk)warned

do when Henry spoke about old Gray Light's horn?" (121) "How did Hannah operate the horn in order to save the battery?" (122) "How did The Echo say 'Thank You'?"

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing awareness of three syllables in words

Use after page 118.

Explain that some words have three parts, or syllables. Pronounce the words below distinctly. Have the children count the number of syllables they hear in each word and tell you what the syllables are: sunbonnet, remember, wonderful, accident, buttermilk.

Write on the blackboard the words and headings below. Have the children determine the number of vowel sounds and syllables in each word, and write the number under the appropriate heading.

	vowel sounds	syllables
different		
telegram		
runaway		
gentleman		
Saturday	• • •	
suddenly		
surprising		
government	• • •	

Guide the children to awareness of this fact: When three vowel' sounds can be heard in a word, the word has three syllables.

Reviewing the two sounds of oo and ow

Use after page 122.

Write these two headings on the blackboard.

oo as in tool oo as in look

Read the words below to the children, asking them to clap once when you say a word that contains oo as in tool. As the children identify a word containing this sound, call upon a pupil to write the word under the appropriate heading. Repeat for words containing the sound of oo as in look.

too, took, soon, choose, shook, school, hook, roost, good, wooden, root, boot, brook, foot, hood

Repeat for two sounds of ow. Headings and suggested words to use are: ow as in how; ow as in snow

.cow, drowned, now, slow, plow, down, now, flow, show, town, blow, clown, grow

Recognizing compound words

Below are new compound words which appear between pages Use after 115 and 166. Write these words on the blackboard. Have the page 122. Children underline and read the two words in each compound word, and then read the word as a whole.

lighthouse sailboat guideposts staircase storehouses farmhouse noonday hilltop playhouses tiresome undertook sunbonnet

*Have the children select pairs of words from these lists and write them together to make compound words.

light	day	store	body
noon	posts	under	took
sail	house	no	houses
farm	some	sun	case
tire	boat	hill	top
guide	house	stair	bonnet

INTERPRETATION OF MEANING

Sensing cause-and-effect relationships

Use the questions below to guide the children in a discussion of Use after the story. Encourage them to refer to the text, the illustrations, other page 118. books, and their own experiences in arriving at conclusions.

Why was the government willing to sell the lighthouse?

Why was a lighthouse needed on the point?

What do you think was the reason for calling the ledge "Saw-Toothed Ledge"?

Why did the lighthouse need a fog horn as well as a light?

Why did the two men hang on to the cows' tails?

Recognizing multiple meanings of words

Write on the blackboard the sentences below. Ask the children Use after to read the first pair of sentences and discuss the two meanings page 122. of sound. Have them give other sentences using the two meanings of

sound. Use the same procedure with each of the remaining pairs of sentences.

The animals were guided by the sound of the fog horn.

There was The Echo, safe and sound.

The Echo dipped her flag in salute,

Mr. Bell dipped some water out of a pail.

Hannah was afraid she might <u>run</u> down the battery. Hannah started to run to the tool shed.

The new lighthouse was on the outside of the point.

Mr. Bell stopped his work to point out Saw-Toothed Ledge.

It was very still inside the old Gray Lighthouse.
Do you think the old Gray Lighthouse is still there?

"Maybe the boat will <u>turn</u> back," said Hannah. Mother took her turn at the horn.

APPLICATION OF STUDY SKILLS

Formulating summary sentences and selecting supporting details

Use after page 122.

Ask the children to decide what was the first important incident in the story. Then ask them to formulate a summary sentence for you to write on the blackboard. Use the same procedure with the second important incident. The children may refer to their books for this work. Help them to distinguish between major incidents and supporting details. The summary sentences might be as follows:

> A cattle boat went on the rocks. Hannah saved a sailboat.

Have the children decide under which of the summary sentences, each of the following details should be written.

The captain should have paid attention to the fog horn.

Every thirty seconds the fog horn blew.

Some big cows appeared through the darkness.

The children knew the sailboat was in danger.

The boat went aground on the ledge.

The boat was safe and sound.

Hannah blow the horn of the car.

The animals were guided by the sound of the foa horn.

APPRECIATION

Appreciating character traits

Have the children discuss the different ways in which Hannah Use after showed her resourcefulness and persistence.

page 122.

READ AND Do, pages 38-40.

RELATED EXPERIENCES

The children may paint marine scenes showing lighthouses.

They may play "Old Gray Lighthouse." Have one child stand at the front of the room and imitate the sound of a fog horn at intervals of thirty seconds. Blindfold several other children who are to represent the shipwrecked animals. Have the children turn themselves around several times to confuse their sense of direction. Then have them try to find their way to "safety" by following the sound of the "fog horn."

SUGGESTED STORIES AND POEMS

To be read by the children

"A Summer by the Sca," page 172, Friendly Village, Row, Peterson and Company, Evanston, Illinois, 1941.

"Lost in the Fog," page 12, Near and Far, Silver Burdett Company. New York, 1940.

"Danger on the Moor," page 114, If I Were Going, Row, Peterson and Company, Chicago, 1936.

To be read to the children

Stories: "The Sea Maiden," Tales of Wonder, edited by Kate Douglas Wiggin and Nora Archibald Smith, Doubleday, Page and Company, New York, 1916.

"A Story About Bar Beach," by Christopher Morley, I Know a Secret, Doubleday, Page and Company, Garden City, New York, 1927.

Poems: "Fog," by Carl Sandburg, Chimney Corner Poems, selected by Veronica Hutchinson, Minton, Balch and Company, New York, 1929.

"The Sea Rolls Up," by Annette Wynne, For Days and Days, Fredcrick Stokes, New York, 1919.

How Lighthouses Help Ships

PAGES 123-126

BUILDING BACKGROUND

Post on the bulletin board pictures of different types of light-houses. Display on the library table books opened to pages on which lighthouses are pictured. Encourage the children to discuss these pictures, and to ask questions about lighthouses.

If any of the children have visited lighthouses, let them tell the class about their experiences.

"In the previous story we read about the old Gray Lighthouse that was being used for a summer home. In our next selection we will read about some modern lighthouses that are in use at the present time."

DEVELOPMENTAL READING

Pages
123–126
*hidden
*sailor
*also
several
waveswept
*huge
locks

Word Development: There are several different kinds of lighthouses. One kind is called the wave-swept lighthouse. These lighthouses are often built of stones cut so that one stone locks with another. This makes the lighthouse walls very strong.

Reading: (123) "Read the first two paragraphs and find out where lighthouses are placed. Read the rest of the page to find out how they look and something about their lights." (124) "Find out more about their lights, and about their horns and bells." (125) "What is the difference between the living arrangements for keepers of wave-swept lighthouses and those for keepers of lighthouses where there is some dry land?" (126) "What kind of life do the keepers have?"

Discussion: See Interpretation of Meaning, and Application of Study skills.

REREADING

Write on the blackboard Lighthouses are guideposts for ships at sea. Ask the children to reread the story in order to list all the ways in which lighthouses serve as guideposts. Assist them to formulate summarizing sentences to be written under the heading on the blackboard.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the sound of a followed by l and by w

Auditory and Visual Discrimination: Explain that the vowel a has Use after several different sounds. Review the sounds of long a and short a. Write on the blackboard the words below. Have the children pronounce them and tell whether the a is long or short.

page 126.

ranch, range, brand, cattle, lame, pan, ax, shade, made

Tell the children that a usually has a sound different from either long a or short a when it is followed by l or w. Write on the blackboard the words below. Have the children read them and note the sound of a.

also, ball, almost, fall

saw, paw, straw, lawn

Guide the children to the conclusion that a usually has the same sound when followed by l or w. Have them note that there are exceptions, as in the words Alice, alone, along, away.

Word Building: Have the children build the following words, noting how w or l changes the sound of a: cat (caw); pan (paw); at (all); way (wall); Dan (dawn); stay (stall); crab (crawl).

Contextual Application: Suggested sentences are given below.

A little baby doesn't walk. It crawls. The man put the horse in a stall.

Reviewing hyphenated words

The hyphenated words below appear on pages 130-314. Write Use after these words on the blackboard. Then have the children read the page 126. separate words in each hyphenated word, tell what the entire word means, and use it in a sentence.

thirty-five ten-year-old funny-looking half-hidden three-rina fast-running high-stepping one-horse

red-alass black-and-white thirty-one twenty-nine arand-looking twenty-five one-half sleepy-eyed

INTERPRETATION OF MEANING

*Recognizing word relationships

Use after page 126.

Write on the blackboard the words below. Have the children read the first word in the first column (sailor), then find the word in the second column that tells where a sailor works or lives (boat). Continue in the same way with the other words.

sailor	farm
farmer	gracery store
keeper	boat
storekeeper	school
teacher	palace
clown ,	lighthouse
cowboy	circus
doctor	office
king	ranch

APPLICATION OF STUDY SKILLS

Recalling exact information

Use after page 126.

Have the children answer from memory the questions below. They may check with their books in case of doubt or disagreement.

In what two different types of places are lighthouses built? What is the shape and the color of most lighthouses? What two types of flashes are given with lighthouse lights? Why are bells or fog horns sometimes used in addition to lights? What are waveswept lighthouses? Where do the keepers of wave-swept lighthouses live? Of what use is the porch around the tower? How are the lights controlled in a few small lighthouses that do not have keepers? What kind of life does a lighthouse keeper have?

Locating additional information

Use after page 126.

Have the children search for information about lighthouses in books at home or at the library. Set aside a period in which each child may report to the group the information he has found. Let him supplement with pictures if he desires.

Ask the children to bring to school maps showing coast highways. Have them find the lighthouses indicated on the maps, and discuss the probable reason for the location of each lighthouse.

Becoming acquainted with an encyclopedia

Bring into the classroom an encyclopedia volume marked L on Use after the shelfback. Have the children observe how you locate the topic page 126. Lighthouses. Show the pictures and read aloud the information on lighthouses given in the volume.

READ AND Do, pages 41-42.

RELATED EXPERIENCES

Guide the children in a discussion of the guideposts or safeguards provided for (1) pedestrians: marked crossings, signals, crossing guards, policemen; (2) drivers of cars: signals, boulevard stops, road signs, policemen; (3) pilots of airplanes: beacon lights, landing lights. signs on roof tops, wind socks.

The children may construct a marine scene by arranging toy boats and rocks on a table covered with blue paper. A lighthouse may be constructed from a long, round pasteboard carton with a smaller round carton placed on top. The balcony may be made of Manila paper pasted around the top of the taller carton, Windows may be cut out at appropriate places. Colored flash signals may be reproduced by using green and red cellophane and a flashlight.

SUGGESTED STORIES AND POEMS

To be read by the children

"Through the Fog," page 73, We Grow Up, The Macmillan Company, New York, 1939.

"A Surprise for Pierre," page 193, If I Were Going, Row, Peterson and Company, Chicago, 1936.

To be read to the children

Story: "The Discontented Weather Cock," by Eleanor S. Skinner, A Child's Book of Modern Stories, selected by Skinner and Skinner, The Dial Press, New York, 1935.

Poem: "The Sea Wolf," by Violet McDougal, My Poetry Book, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

Who Has Seen the Wind?

PAGE 127

BUILDING BACKGROUND

Discuss the weather of the current day. If it is a windy day ask, "Can you see the wind? How do you know that it is blowing?" Write on the blackboard the indications mentioned by the children, as:

You feel it on your face. It blows your hat off. The grass bends over. The trees bend over. The leaves are trembling.

If no one suggests a sentence containing the word trembling, suggest such a sentence yourself.

If the day is calm, ask the same questions, but have the children answer in terms of a previous day on which there was a strong wind blowing.

DEVELOPMENTAL READING

Page 127 Word Development: (Trembling was developed while building backtrembling ground.)

Reading: (127) "Turn to page 127. Here we have another delightful poem. What is the name of this poem?" Ask some child to read the title orally. "Look at the picture. What indications are there that the wind is blowing? Read the poem to yourselves while I read it aloud."

Discussion: Encourage discussion of mental pictures the children saw while you were reading. Let each child describe the pictures he saw, and tell the class which expressions suggested the pictures.

REREADING

Have the children reread the poem for the purpose of preparing to interpret it in choral verse. When they think they can read it well enough, proceed as suggested under INTERPRETATION OF MEANING on page 91.

ADDITIONAL READING ACTIVITIES

INTERPRETATION OF MEANING

Interpreting through choral verse

Have the children interpret "Who Has Seen the Wind?" in choral Use after verse, using the following arrangement:

Description:

First child: Who has seen the wind?

Second child: Neither I nor you;

Group: But when the leaves hang trembling,

The wind is passing through.

A few children may very softly accompany the verse choir with wind sound effects. Use the same procedure with the second verse.

This activity affords an excellent opportunity for developing standards in clear enunciation. Special emphasis should be given to accurate beginning sounds and distinct word endings.

RELATED EXPERIENCE

The children may try simple experiments with movement of air:
(a) Let the children fan themselves. Then guide them to the conclusion that when air is set in motion a breeze or wind results. (b) Let a child hold a paper "windmill" near the window and note that it turns around when held in a certain position. Ask, "What makes the windmill turn?" (c) Let the children hold a strip of tissue paper in different places in the room and observe the effect of the air currents. If there is a hot radiator or stove in the room, have the tissue paper held above it. Help the children to conclude that warm air rises.

SUGGESTED POEMS

To be read to the children

"O, Wind, Why Do You Never Rest?" by Christina G. Rossetti, Sing-Song, The Macmillan Company, New York, 1938.

"Wind Is a Cat," by Ethel Romig Fuller, Under the Tent of the Sky, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

Who Has Seen the Wind?

PAGE 127

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DEVELOPMENTAL READING

Page 127

Word Development: (Trembling was developed while building background.)

Reading: (127) "Turn to page 127. Here we have another delightful poem. What is the name of this poem?" Ask some child to read the title orally. "Look at the picture. What indications are there that the wind is blowing? Read the poem to yourselves while I read it aloud."

Discussion: Encourage discussion of mental pictures the children saw while you were reading. Let each child describe the pictures he saw, and tell the class which expressions suggested the pictures.

REREADING

Have the children reread the poem for the purpose of preparing to interpret it in choral verse. When they think they can read it well enough, proceed as suggested under INTERPRETATION OF MEANING on page 91.

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page 127.

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"Wind Is a Cat," by Ethel Romig Fuller, Under the Tent of the Sky, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

Charles Gets a Letter

PAGES 128-135

BIJILDING BACKGROUND

Invite the children to tell of their experiences in sending and receiving letters. Ask each child to tell especially about the last letter he received — how the letter was delivered, who wrote it, the most interesting news which it contained. If he wishes to do so, let him read the letter to the class.

DEVELOPMENTAL READING

Pages 128–130 Charles *mailbox Colorado sighed suppose Word Development: "Our next story is about Charles and Ellen Barber whose home was high up in the foothills of the Rocky Mountains in the state of Colorado. It was rather lonely on the farm where they lived, and Charles sighed because he hadn't received a letter for a long time. Do you suppose he will get one soon? We'll find out when we read the story."

Reading: (128-129) "Look at the picture. Where are Charles and Ellen going? Read these two pages and find out if either of them got a letter." (130). "What did they do after getting the mail?"

Discussion: "What do these expressions mean: a short cut to the mailbox; dropped the mail at the house; a patch of snow that looked like a great white bird."

Pages
131-135
gasp
*ladybugs
thousands
goodness
*sir
*beetles
mind
(Hmmm)

Word Development: "Charles and Ellen saw something that made them gasp. In fact, they saw thousands of things. My goodness, what a sight!" Have the children note that ness added to good makes the word say goodness. "They were so excited that they didn't mind the hot weather at all. Hmmm, what a time they had!"

Reading: (131) "What did Charles and Ellen see that made them gasp?" (132–133) "Read the next two pages and find out how Charles started a correspondence." (134–135) "Something else that was very exciting happened to Charles. Read and find out what this was."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may find and read aloud the paragraphs which give detailed information relating to each of these questions: (128) Where was the mailbox in relation to the farmhouse? (129) What three different types of things were in the mail? (130) What might the children have seen from the top of Red Hill? (131) What two statements indicate that ladybugs are orange in color? (132) What three important things did Charles say in his letter? (133) What reason did the letter give for there being so many beetles on top of the hill? (134) What question was asked in the letter from Washington? (135) What did Ellen and Charles say to each other at the end of the story?

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the principle of soft g and c

Write on the blackboard the words below. Have the children Use after decide whether the g in each word is hard or soft. (Tell the children page 135. the words gypsy and gymnasium.)

gasp	giraffe	dangerous	gypsy	wages
giant	_	engine	guard	huge
magic	large	strange	gymnasium	aoodness

Guide the children to awareness of this fact: Usually g has a soft sound when it is followed by e, i, or y. (Call attention to some common exceptions to the principle, as get, girl, give, gift.)

Repeat the procedure for soft c. Use the words below. (Tell the children the word cyclone).

Colorado	curve	nice	Lucy
cellar	cent	excited	bicycle
castles	city	circus	cvclone

Guide the children to awareness of this fact: Usually c has the soft sound when it is followed by c, i, or y.

Reviewing the sounds of a, e, i, o, and u when followed by r

Use after page 135.

Pronounce the following words and ask the children to indicate when you pronounce a word in which the vowel sound is governed by r: chat, Charles, fast, far, will, whirl, we, wet, were, no, not, nor, but. burn, pick, pile, bird, stay, star, fun, mule, fur, lady, last, large, load, storm

Using phonics to check context clues

Use after

Write on the blackboard the sentences below. Have the children page 135. read each sentence silently and try to supply the new word in each one as a means of completing the thought. Ask different children what they think the word should be to make sense. Then have them apply what they have learned about the sounds of letters and letter combinations and the principles governing them as a check on their first conclusions.

Ellen fastened her dress with a gold pin.

One day Ellen found a pretty white flower. It was a daisy.

Once Charles visited a silver mine and saw the miners at work. Ellen and Charles liked to watch the fast trains running along

the railroad tracks in the valley.

Charles gave the chickens kernels of corn.

INTERPRETATION OF MEANING

*Recognizing relationships between characters and their actions

Use after page 135.

Write on the blackboard the words and incomplete sentences below. Have the children write the name of the right character in each blank space.

> Charles mailman Filen Father

... sighed because he didn't get a letter.

... cried, "Look, this old pine root is orange with ladybugs!"

... wrote a letter to the State College.

The . . . drove up with the mail.

... read the letter aloud at the supper table.

... got a letter from someone who wanted to write about him in a book.

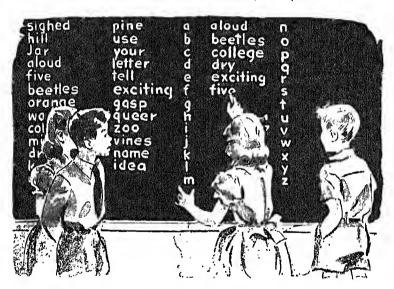
... said, "I thought you would get a letter some day."

APPLICATION OF STUDY SKILLS

Reviewing alphabetical arrangement

Write the alphabet on the blackboard in two columns of thirteen Use after letters each. Also write the words given below. Ask different children page 135. to write one of the words to the right of the letter with which it begins. Have them choose the words in alphabetical order. (Note that no word is included for x.)

sighed, hill, jar, aloud, five, beetles, orange, wait, college, mind, dry, kind, ranch, pine, use, your, letter, tell, exciting, gasp, queer, zoo, vines, name, idea



Dividing the story into sections and choosing subtitles

Guide the children in dividing the story into sections and com- Use after posing a subtitle for each section. Write on the blackboard the page 135. subtitle which the children decide is the most appropriate for each section. The subtitles might be these:

(128–29) (130) (131)	Getting the Mail Climbing Red Hill The Ladybugs	(132) (133–35)	Writing a Letter Getting Letters
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Finding and using subtitles

Use after page 135.

After the children have composed subtitics as suggested above. ask them to look through supplementary readers or library books for stories which have subtitles. Ask each child to read one such story and to prepare to discuss the subtitles with the class. During the discussion the children should decide whether the subtitles are appropriate and how they are helpful.

APPRECIATION

Appreciating vivid description

Use after

Explain that some words and phrases help us to see vivid pictures page 135. while we are reading. Write on the blackboard the sentences below. Ask the ehildren what picture they see when they read the first sentence. Then ask what picture they see when they read the sentence below it. Continue in the same way with the other pairs of sentences. Finally have the children find, underline, and read the words which make the second sentence in each pair give the more vivid picture.

The wind blew over the grass.

The wind ran through the dry grass like yellow fire.

The wind made a sound in the pines.

The wind made a low, singing sound in the pines.

The children saw some snow.

The children saw a patch of snow that looked like a great white bird.

Charles was glad.

Charles almost jumped out of his shoes, he was so glad.

Continue to develop an awareness of vivid word pictures. Reserve a section of the blackboard, or start a chart entitled "Word Pictures." Encourage children to contribute vivid phrases they encounter in their reading. Include expressive phrases the ehildren use during discussion periods or in informal conversation.

*The ehildren may illustrate some of the phrases listed under their "Word Pietures."

READ AND Do, pages 43-45.

RELATED EXPERIENCES

Take the children for a walk to some spot where beetles, spiders, grasshoppers, bees, or other insects may be found. Guide them in careful observation of these insects in their native habitat.

The children may make class or individual booklets containing clippings, paintings, drawings, informative reports, stories, and poems about insects.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Letter to Uncle Tom," page 86, Round About You, Silver Burdett Company, New York, 1940.

"Special Delivery," page 213, Busy World, Allyn and Bacon, Boston, 1940.

"Carrying the Mail," page 55, Yesterday and Today, Silver Burdett Company, New York, 1939.

To be read to the children

Stories: "Lady Bugs," by Harriet E. Huntington, Let's Go Outdoors, Doubleday, Doran and Company, Inc., New York, 1941.

"A Letter from Fourchette," by Christopher Morley, I Know a Secret, Doubleday, Page and Company, Garden City, New York, 1927.

Poems: "Down in the Hollow," by Aileen Fisher, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

"Lady Bug," by C. Lindsay McCoy, *The Golden Flute*, selected by Hubbard and Babbitt, The John Day Company, New York, 1932.

Jack of Sunny Gap

PAGES 136-143

BUILDING BACKGROUND

Ask the children to describe the setting of some mining town they have seen in the movies or while traveling, particularly a town where gold is mined. Include a discussion of the type of country in which such a mine is usually located, the houses in which the miners live, the function of buildings at the entrance to the mine, and the method of transporting ore from the mine to the refinery.

DEVELOPMENTAL READING

Pages
136-139
*gap
*fourth
July
*DaisyGirl
hauling
ore
*blacksmith
*I'd
American

Word Development: "Our next story is about a boy named Jack who lived in Sunny Gap, a little town near the Daisy-Girl Mine. Each year Jack longed to go to Birch City, a larger town, for the big Fourth of July celebration. Another character in this story is Sam Buck, the owner of some fine horses. He used the horses for hauling ore and other things to the Daisy-Girl Mine and the American Mine."

Reading: (136) "Look at the picture at the bottom of the page." Have the children note the town of Sunny Gap, the wagon road which runs through the town, the buildings above the Daisy-Girl Mine, the railroad winding around the side of the mountain. "Jack and his friend Fred were discussing the Fourth of July celebration. Read and find out what they were saying." (137) "Find out more about the mining camp in which they lived." (138–139) "These two pages tell about Sam Buck and his horses. Read and find out about them."

Discussion: "Why was the town of Sunny Gap not a pretty town? Why didn't Jack want to be a miner? What use could the American Mine make of a boiler?"

Pages
140-143
canyon
*Pve
offered
*quite
scratched
*dash

Word Development: "There was a canyon near Sunny Gap. A canyon is a deep, narrow valley with steep sides. Jack climbed down into the canyon to try and catch something, and he scratched his legs." Have the children note that scratched begins with the sound of scr as in scream. (See word regognition for development of scr.) "Fred offered to help, but Jack wouldn't let him."

Reading: (140-141) "Look at the picture. Can you see the canyon between the steep sides of the mountains? Read pages 140 and 141 to find out why Jack elimbed down into the canyon." (142) "Did Tack eatch Dolly?" (143) "What was his reward?"

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

The children may reread the story to find all of the parts which indicate that Jack liked horses.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the blend scr; reviewing str, spr, thr

"In our last story we had a new word which began with the sound of ser as in scream. What was it? Yes, scratched." Write scratched page 143. on the blackboard. Add other words beginning with ser as suggested by the children.

Use after

Use these words in word-building activities: catch (scratch); rub (scrub); crew (screw); trap (scrap); seen (screen); steam (scream).

Review str, spr, thr by having the children build and read words beginning with these sounds, as suggested below.

For str: cream (stream); hive (strive); rain (strain); and (strand); trab (strap); beak (streak); knife (strife); like (strike); lip (strip); broke (stroke).

For spr: out (sprout); day (spray); pig (sprig); read (spread); print (sprint); ring (spring).

For thr: row (throw); will (thrill); read (thread); drive (thrive); dust (thrust); song (throng); boat (throat).

After the children have read the words they built, ask them to use the words in sentences.

Reviewing initial speech sounds

"In this story we had a new word which began with the sound Use after of qu as in queen. What was it? Yes, quite."

Proceed with word building in which qu is substituted for other initial sounds. Have the children read the words they build and

page 143.

ì

use them in sentences. Repeat the procedure in reviewing the other initial speech sounds. Suggested words are given below.

For qu: white (quite); it (quit); green (queen); stack (quack); cheer (queer); built (quilt); will (quilt).

For th: in (thin); sick (thick); bird (third); caw (thaw); corn (thorn); under (thunder).

For sh: back (shack); dark (shark); cake (shake); am (sham); name (shame); ears (shears); care (share); my (shy).

For ch: in (chin); at (chat); rain (chain); range (change); arm (charm); barge (charge); best (chest); dance (chance); nose (chose).

For wh: eat (wheat); eel (wheel); set (whet); girl (whirl); him (whim); back (whack).

INTERPRETATION OF MEANING

Sensing implications relevant to the main theme of the story

Use after page 143.

Ask the children to discuss these questions: "What was the main attraction for Jack at the Fourth of July celebration? What happened when a miner 'struck it rich'? How did Jack happen to know Sam Buck's horses so well? Why was there an elevator in the mine? Why was it not easy for Jack to make his way through the canyon? What did Sam mean when he said, 'Since Jack is such a good hand with horses'? What did Jack do when 'he made a dash for the door'?"

APPLICATION OF STUDY SKILLS

Becoming acquainted with the dictionary

Use after page 143. Have the children define the words below, referring to the pictures and text of the story for information. After their definitions have been written on the blackboard, read to them dictionary definitions for these words, and have them check their own definitions for accuracy. Show how the use of the alphabet can help them to locate words in the dictionary quickly.

mine, valley, ore, mill, corral, canyon, dash

Recognizing regional characteristics

Use after page 143.

Write on the blackboard the headings, words, and phrases below. Ask the children to read each word and decide whether it suggests mountains, seashore, or plains. Explain that some of the characteristics named are found in more than one region.

mountains seashore plains mines, floods, range, fog horn, dock, cliffs, canyon, large pastures, island, valley, snow in summer, winding roads, lighthouse, fields, harbor, wide rivers, straight roads, barge, spring

READ AND Do, pages 46-48.

RELATED EXPERIENCES

The children may draw a picture map or model a relief map of the section of the country where Jack lived. Guide them in a discussion of features to be shown on this map. The mountains, the canyon, the roads, the Daisy-Girl Mine, Sunny Gap, and Birch City might be suggested.

They may make a collection of different kinds of ores, labeling each specimen and finding out all they can about it.

SUGGESTED STORIES AND POEMS

To be read by the children

"Cowboy Jack," page 116, Friendly Village, Row, Peterson and Company, Evanston, Illinois, 1941.

"Two Brave Boys," page 223, Busy World, Allyn and Bacon, Boston, 1940.

"Crazy Rider," page 180, Fun and Frolic, D. C. Heath and Company, Boston, 1942.

To be read to the children

Stories: "The Black Horse," Tales of Wonder, edited by Kate Douglas Wiggin and Nora Archibald Smith, Doubleday, Page and Company, Garden City, New York, 1916.

"The Three Horses," by Elsie Spicer Eells, *More Story-hour Favorites*, selected by Wilhelmina Harper, the Century Company, New York, 1929.

Poems: "The Horseman," by Walter de la Mare, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

"The Fly-Away Horse," by Eugene Field, Poems of Childhood, Charles Scribner's Sons, New York, 1904.

The Corncob Doll

PAGES 144-152

BUILDING BACKGROUND

"Our next story is about a doll made one hundred years ago. Dolls were expensive in those days, so little girls often made their own dolls. Have any of you ever made a doll?" Let the girls describe the methods and materials they have used to make dolls.

"What do you think little girls of a hundred years ago might have used in making their dolls?" List appropriate materials, including corncobs.

DEVELOPMENTAL READING

Pages
144-147
*corncob
*Ben
wigwams
*cornhusks
*railroad
allowed
*kernels

Word Development: "In our new story we are going to read about a cornfield. The shocks of cornstalks in this field looked like Indian wigwams. Betsy and her younger sister May played in this cornfield. May wasn't allowed to do all the things Betsy did."

Reading: (144-145) "In the first part of the story Betsy and May have an argument. Read the first two pages and find out what this argument was about." (146-147) "Find out how May made a doll."

Discussion: "Why did the cornfield look like an Indian village? Why was Betsy so cross? Why didn't May play Indians with the other girls?"

Pages
148-152
ugly
*pin
pearls
*buggy
blaze
*moon
*sobs
stretched

Word Development: "Do you suppose that pulling out the wrong kernels made May's doll beautiful or ugly? Do you think Betsy scolded May?" Have the children note that the ed in scolded is pronounced as a separate syllable. (See word recognition for development of ed as a separate syllable.) "In the evening they forgot about the doll when they sat in front of the blaze in the fireplace. They even forgot about the cornfield that stretched out in the moonlight. You will be surprised when you read the next page and find out what May did with a pin made of pearls."

Reading: (148) "Find out about the pearl pin." (149) "What news did Ben have to tell?" (150-152) "What finally happened to Mother's pearl pin?"

Discussion: See Interpretation of Meaning, Application of Study skills, and Appreciation.

REREADING

The children may reread the story to find the sections of content which were used as the basis for each illustration.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing ed as a separate syllable

Write in a vertical list each group of words below. Have the chil- Use after dren read the words, noting: (1) that ed is pronounced as a separate page 152. syllable in each word; (2) that in each case ed follows t or d.

scolded, shouted, flooded unloaded, wanted, needed hunted, counted, jolted handed, landed, sounded

Guide the children to awareness of this fact: When ed is added to a word ending in t or d, it is pronounced as a separate syllable.

Reviewing vowel sounds in a one-syllable word

Write on the blackboard the words below. Have the children Use after answer these questions in regard to each word: How many vowels are in the word? How many vowel sounds do you hear? How many syllables has the word? Is the vowel in each word followed by a consonant? Is the vowel long or short?

page 152.

sob Ben cob Sam dad pin

Write these words on the blackboard and ask the same questions.

he Ьν ho hi we

Review this generalization: In a syllable or a word containing a single vowel, the vowel is usually short unless it is at the end.

Write on the blackboard the words below. Have the children answer these questions about each word: How many vowels are in the word? How many vowel sounds do you hear? How many syllables has the word? Is the first vowel silent or sounded? Is the second vowel silent or sounded?

> came those side boot eat rain

Review this generalization: When there are two or more vowels in a syllable or a word, the first vowel is usually long and the others are silent.

INTERPRETATION OF MEANING

Suggesting different endings for the story

Use after page 152.

Ask the children to suggest different endings for the story. Leading questions which may be used are: (1) If Mother had been cross, how might the story have ended? (2) If May had forgotten about taking the pin, how might the story have ended? (3) If Betsy had been helpful to May, how might the story have ended? (4) If Fido had not helped, how might the story have ended?

Recognizing words of opposite meaning

Use after page 152.

Write on the blackboard the pairs of sentences below. Ask the children to read the first sentence, then underline in the second sentence a word that means the opposite of the underlined word in the first sentence. Repeat with the other pairs of sentences.

When May thought about the pin she sobbed softly.

Ben laughed when he thought about Fido.

May's corncob doll was ugly.

May was not allowed to play with Betsy's beautiful doll.

The buggy was loaded with packages.

Ben talked about the railroad as he unloaded the buggy.

The field stretched far off in the moonlight.

It was warm in the sunlight.

Betsy pulled back the husks on an ear of <u>ripe</u> corn.

Ben knew he should not eat green apples.

Recalling story details

Use after page 152.

Have the children answer the following questions without reference to their books.

How old was Betsy? How old was May? How old was Ben?

How did Betsy show that she was not happy?

How did Betsy make the corncob doll?

Why did May get the pearl pin?

How did Ben help May?

How did Fido help May?

How did Betsy show that she was sorry?

APPRECIATION

Identifying emotions of characters

Ask the questions below. After asking each question, write on Use after the blackboard the three words following it. Let the children decide which word best answers the question.

page 152.

How do you think May felt when Betsy said, "Go make your own wigwam." (cross, disappointed, happy)

How do you think Betsy felt when she had to stay home with May? (troubled, disappointed, stubborn)

How do you think May felt when she put the pin on her doll? (better, naughty, uneasy)

How do you think Ben felt when he saw the train? (afraid, tired, excited)

How do you think May felt when she thought of the pin again? (happy, cross, troubled)

How do you think May and Ben felt when Fido found the corncob doll? (happy, sorry, bothered)

READ AND Do, pages 49-50.

RELATED EXPERIENCE

The children may paint moonlight scenes of the cornfield as it looked in autumn, in winter, in spring, and in summer.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Jolly Marionettes," page 51, Neighbors and Helpers, Lyons and Carnahan, Chicago, 1939.

"Betty's Flowers," page 168, Faces and Places, Allyn and Bacon, Boston, 1940.

To be read to the children

Story: "The Spirit of the Corn," by Frances Olcott, Red Indian Fairy Book, Houghton Mifflin Company, Boston, 1917.

Poem: "The Lost Doll," by Charles Kingsley, Chimney Corner Poems, selected by Veronica S. Hutchinson, Minton, Balch and Company, New York, 1929.

It Was Wisdom to Be Dumb

PAGES 153-156

BUILDING BACKGROUND

"You have read several old tales which have been handed down from one generation to another in different countries. What were some of these tales?" If the children have read the Semester Edition of From Sea to Sea, they should recall the old Indian tales, "How the Chipmunk Got Its Stripes" and "Iktomi and the Muskrat." and the Mexican tale, "The Impatient Mule Drivers."

"Now you are going to read an old tale told many years ago by people who lived in India. It is called It Was Wisdom to Be Dumb."

DEVELOPMENTAL READING

Pages 153-156 wisdom savage *kill fighting judge *imse auestions known truth *braised

Word Development: (Wisdom was developed while building background.) "This old tale is about a poor man who had a very savage horse. The horse was always fighting other animals. This got the poor man into trouble and he had to go to a judge who had not known him before. The judge asked him many questions and expected him to tell the truth.13

Reading: (153) "Read and find out how the trouble started." (154) "What happened next?" (155-156) "Why did the poor man pretend that he was dumb?"

. Discussion: See Interpretation of Meaning and Appreciation.

REREADING

Have the children reread the story for the purpose of preparing a dramatization. They may determine the settings, name each scene, and list the characters.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Converting variant forms to stem words

Use after

The stem word beg appears for the first time on page 154. The page 156. children have had the derived form begged. Grab, grin, spin, Dad, Peg, Sam, and pup are other stem words which children meet in the vocabulary of Over Hill and Plain after having had the derived forms grabbed, grinned, spinning, Daddy, Peggy, Sammy, puppy. At this point they should be given practice in converting to stem words derived forms in which the final consonant of the stein word has been doubled.

Review this principle: When a word ends in a single consonant following a single vowel, the final consonant is usually doubled before adding ed, ing, est, er, or v.

Write the following derived forms on the blackboard in vertical columns. Ask the children to write the stem word beside each derived form.

> biagest Peggy bigger arinned gninning Daddy arabbed stopping shopper saddest Sammy thinnest beaaed trotting runner sobbed nodding puppy patter fattest

Using context clues to check phonic analysis

The new words below appear in the next story. Write these Use after words on the blackboard. Ask the children to work out the propage 156. nunciation by applying their knowledge of the sounds of letters and the principles governing the sounds.

> awake lìe laid anthill spell

After the children have tried to solve the words phonetically, write on the blackboard the sentences below. Have the children read the sentences and decide in each case whether the pronunciation which they worked out phonetically for the new word makes sense in context.

The poor man was tired. He had to lie down. When he heard his horse fighting he awake. He laid his hand on the horse's back. When he walked under the tree he stepped on an anthill. The poor man could not spell or write.

Reviewing initial consonants

If there are children who still need practice in blending initial Use after consonants with other word elements, have them engage in the page 156. word-building activities indicated below, selecting consonants on

- which they need special practice. All of the underlined words are words which are new in the vocabulary of Over HILL AND PLAIN.
 - For b: take (bake); care (bare); mean (bean); sent (bent); lunch (bunch); sun (bun); purr (burr).
 - For c: part (cart); pool (cool); lost (cost); ask (cask); rode (code); fast (cast); spoil (coil); not (cot).
 - For d: ran (Dan); care (dare); real (dcal); time (dime); went (dent); ate (date).
 - For f: tried (fried); six (fix); made (fade); pail (fail); name (fame); in (fin); use (fuse).
 - For g: rain (gain); clap (gap); say (gay); rang (gang); ear (gear); will (gill); town (gown).
 - For h: catch (hatch); ledge (hedge); eel (heel); sit (hit); good (hood); cook (hook); like (hike); stung (hung).
 - For j: names (James); car (jar); boy (joy); lane (Jane); caw (jaw); tail (jail); pig (jig).
 - For k: hill (kill); in (kin); hiss (kiss); it (kit); wink (kink).
 - For l: had (lad); gap (lap); read (lead); east (least); hid (lid); tip (lip); paid (laid); road (load); dock (lock); pocket (locket).
 - For m: paid (maid); ate (mate); felt (melt); find (mind); fine (mine); soon (moon).
 - For n: meat (neat); fine (nine); or (nor); either (neither); cap (nap); sick (nick); tip (nip); dumb (numb).
 - For p: air (pair); sleep (peep); in (pin); round (pound); rain (pain); race (pace); it (pit); lunch (punch); laid (paid).
 - For r: sang (rang); say (Ray); kid (rid); over (Rover); dust (rust); bag (rag); care (rare).
 - For s: back (sack); had (sad); right (sight); told (sold); paint (saint); job (sob).
 - For t: cap (tap); right (tight); will (till); in (tin); ear (tear); boil (toil); goes (toes); pool (tool).
 - For v: an (van); meal (veal); at (vat); west (vest); rain (vain); went (vent).
 - For w: made (wade); all (wall); seek (week); side (wide); see (wee); sleep (weep); it (wit); more (wore).
 - For y: barn (yarn); get (yet); dawn (yawn); east (yeast); tell (yell); field, (yield).
 - For z: too (zoo); room (zoom); west (zest).

INTERPRETATION OF MEANING

Using picture clues in interpreting a story setting

Explain to the children that before illustrating an old tale such Use after as this one, an artist finds out in what country the tale was first told. Then he learns a great deal about that country so the pictures will faithfully represent the country in which the tale originated.

page 156.

Guide a discussion of the illustrations on pages 153 and 155 by asking such questions as: "Would the pictures lead you to believe that this story was told by the American Indians? Why not? By the Mexicans? Why not? What are some clues in the pictures which would lead you to believe that the tale had its setting in India?" Guide the children to the conclusion that clothing, means of transportation, vegetation, homes, and furniture shown in the pictures all offer clues to the region in which a story has its setting,

Have the children look in books on the reading table, library books, and books and magazines at home to find pictures which contain clues to the countries in which the stories are set.

*Recognizing words of similar meaning

Write on the blackboard the sentences and words below. Have the Use after children read the first sentence, look at the underlined word tie, find the word which has nearly the same meaning as tie, and write the word above tie in the sentence. Use the same procedure with the other sentences.

page 156.

The rich man started to tie his horse to the tree.

bow pole fasten

The two men rushed up to stop the horses.

walked dashed pulled

"Moke him pay for it, I beg of you!" cried the rich man.

ask answer wish

The poor man kept his lips closed.

hidden shut near

"He connot speak a word," said the judge. shout answer say

The judge sent the rich man away without a penny.

money cent thing

APPRECIATION

Dramatizing the story

Use after The children may dramatize the story according to plans made page 156. while rereading. The horses may be represented by sound effects off stage.

READ AND Do, page 51.

RELATED EXPERIENCES

Encourage each child to make up a modern fable similar in plot to "It Was Wisdom to Be Dumb" and tell it to his classmates.

The children may make large posters to illustrate such adages as: "Always speak the truth," "Honesty is the best policy."

SUGGESTED STORIES AND POEMS

To be read by the children

"The Fox and the Piece of Meat," page 89, The World Around Us, Silver Burdett Company, New York, 1938.

"The Woman Who Used Her Head," page 148, More Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

"Never Worked and Never Will," page 154, Enchanting Stories, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Stories: "Destiny," Tales of Wonder, edited by Katc Douglas Wiggin and Nora Archibald Smith, Doubleday, Page and Company, Garden City, New York, 1916.

"The Giant and the Tailor," Tales of Laughter, compiled by Wiggin and Smith, Doubleday, Doran and Company, Inc., New York, 1934.

Poems: "Topsy-Turvy World," by William Brighty Rands, My Poetry Book, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

"Father's Story," by Elizabeth Madox Roberts, Under the Tree, The Viking Press, New York, 1930.

The Queen Bee

PAGES 157-162

BUILDING BACKGROUND

Ask the children to tell what they know about bees. Guide them to discuss particularly the three major types of bees within a swarm—the queen bee, the drones, and the workers.

DEVELOPMENTAL READING

Word Development: "We are going to read an old tale originally told in Germany. The chief character is a boy whose name is Witling. Witling was kind to all creatures. Once he read some messages written on old stone tablets. Then he went into the woods to search for something hidden under the moss."

withing tablets

Withing tablets

*spell moss
intered *lie

s were, whose clid the *laid *awoke

Pages

157–162 Witling

*anthill

Reading: (157) "Who was Witling?" (158) "How did Witling protect the little creatures which he and his brothers encountered on their trip?" (159–160) "Find out where the stone tablets were, and what message was on the first tablet." (161–162) "How did the creatures help Witling?"

Discussion: See Interpretation of Meaning, Application of STUDY SKILLS, and Appreciation.

REREADING

Write on the blackboard the suggested subtitles below. Ask the children to reread each section indicated for the purpose of deciding which subtitle is most appropriate for that particular section.

Pages 157–158
The Three Brothers
The Anthill
Saving the Creatures

Pages 159 · 160
Pages 161 · 162
The Little Old Man
A Good Dinner
The Strange Castle

Pages 161 · 162
The Spell Is Broken
Finding the Key
Turning to Stone

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the suffix ful

Visual Discrimination: Write waste on the blackboard. Have the Use after word read, Add ful and have the word wasteful read. Repeat with page 162. cheer and cheerful.

Word Building: Have the children read each of the following words, add ful to it, and read the new word: wonder, truth, use, hand, thank, spoon, care, pail, joy, cheer, color, forget, help.

*Contextual Application: Write on the blackboard the words and incomplete sentences below. Have the children select the word which, with ful added, completes the first sentence, and write the word in the blank space. Ask a child to read the completed sentence. Repeat with the other sentences.

waste spoon thank use

The two older brothers were

The youngest princess had eaten a . . . of honey.

Witling was . . . when all who had been turned to stone awoke.

The queen bee was very . . . to Witling.

Converting variant forms to stem words

Use after page 162.

The stem word hurry appears in this story. The children have had the derived form hurried. At this point they should be given practice in converting to stem words derived forms in which y is changed to i when ed, es, ly, or est is added. Write on the blackboard the words below. Ask the children to note whether the letter which precedes the y in each stem word is a vowel or a consonant.

daisv daisies marry married happy happily happy happiest family families hurry hurried easy easily easy easiest baby babies try tried angrily angry pretty prettiest

Guide the children to become more keenly aware of this fact: When a word ends in y following a consonant, the y is changed to i before adding es, ed, ly, or est.

Erase all of the stcm words, and have the children write the stem words for each variant form.

Reviewing sp, st, sm, sn, sw

Use after page 162.

If there are children who still need practice on the initial blends sp, st, sm, sm, and sw, have them engage in word-building activities as indicated below. Have them read each word they make and use it in a sentence. The underlined words are new in the vocabulary of Over Hill and Plain.

For sp: tell (spell); face (space); care (spare); end (spend); went (spent); boiled (spoiled).

For st: sleep (steep); queer (sleer); cliff (stiff); hunt (stunt); dare (stare).

For sm: crash (smash); ear (smear); broke (smoke); part (smart).

For sn: take (snake); catch (snatch); bag (snag); tail (snail).

For sw: sleep (sweep); lift (swell); tell (swell); stung (sweng).

INTERPRETATION OF MEANING

Sensing broader meanings of facts and ideas presented

Guide a discussion of the meaning of the italicized words or phrases use after page 162.

The two brothers went out into the world to seek their fortunes.

They fell into a wild, wasteful way of living.

The castle was under a spell.

If one pearl is missing by the set of sun, he who seeks them will be turned to stone.

The second brother undertook the adventure the next day.

The queen bee tried the lips of the three princesses.

The spell was broken.

*Associating words with their definitions

Write on the blackboard the words and definitions below. Ask Use after the children to read each sentence and select the correct word to Page 159, write in each blank space.

witch queen captain robber servant mayor judge miner princess

A . . . is a king's daughter.

A . . . is a king's wife.

A . . . is the head of a city government.

A . . . is the master of a ship.

A... is someone who is hired to work in a home.

A . . . is a man who digs are from the ground.

A... is a man or woman who hears and decides cases.

A . . . is an ugly old woman who can do magic tricks.

A... is someone who takes things which do not belong to him.

APPLICATION OF STUDY SKILLS

Associating characters with titles in table of contents

Use after page 162.

Have the children turn to the section "Under the Open Sky" in the table of contents. Read a sentence describing a character in one of the stories in this section. Ask the children to find and read the name of the story to which the character belongs, and the page on which the story appears. Suggested sentences are: (1) A boy who loved horses. (2) A boy who wanted to get a letter. (3) A little girl who lost a pearl pin. (4) A king's son who was kind to all creatures. (5) A girl who saved a boat. (6) A boy who was kind to his sister.

APPRECIATION

Becoming acquainted with authors of fairy tales

Use after page 162.

Give the children some background information about the Grimm brothers, as follows: "This story is one of many tales that were first written in Germany by two brothers named Jakob and Wilhelm Grimm. The brothers went out among the people and collected the tales that had been told around firesides for hundreds of years. This is why the stories have been known as Grimm's fairy tales." Have the children find copies of Grimm's fairy tales, and give them an opportunity to share the stories with the group.

READ AND Do, pages 52-54.

RELATED EXPERIENCES

Each child may make a picture script of the events in the story. The children may make a study of the lives and habits of bees.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Sleeping Beauty," page 295, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

"The Princess Who Never Laughed," page 298, Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Poem: "A Bee Sets Sail," by Katherine Morse, Under the Tent of , the Sky, The Macmillan Company, New York, 1937.

Time to Play

ILLUSTRATION, PAGE 163

BUILDING BACKGROUND FOR THE SECTION

Guide the children in a discussion of things they do when it is "time to play." Extend the discussion beyond the games which they play during recess at school to other recreational activities such as hikes, swimming, the circus, reading stories.

"The stories in the next section of our book are mostly about things some children did when it was time to play. Turn to the table of contents. We'll find the names of the new stories in this section." Assist the children to read the story titles. Encourage discussion.

"Now look at the introductory picture on page 163. What is the building in the picture? What time of the school day is it? What are the children doing? Do you think this is a picture of a modern school and children of today, or a picture of olden times? Why?

"The teacher standing in the doorway is Miss Malinda. You will read a story about her and some children who go to this school."

The Carpenter's Secret

PAGES 164-174

BUILDING BACKGROUND

"The first story in our new section is about Mr. Tompkins, who was a carpenter. Mr. Tompkins was a very good friend to the children in his neighborhood. They had many good times together. Turn to pages 164 and 165 and you will find a picture of Mr. Tompkins in his carpenter's shop. The girls are Kay and Ruth. The boys are Bob and Paul. Do you think Mr. Tompkins is annoyed or pleased because the children are playing in his back yard? He extended an invitation to them, as you will find when you read the story."

DEVELOPMENTAL READING

Word Development: (Carpenter's and Tompkins were developed while building background.) "About half a dozen children came frequently to Mr. Tompkins' shop. He sometimes took them on wiener roasts. In this story there are five children—the four you saw in the picture and another girl named Marcia. On this occasion

Pages 164-169 carpenter's Tompkins *hike *corner
wiener
dozen
*buns
usual
hour
Marcia
*flint
exclaimed
*carved
*date

Mr. Tompkins talked to the children as usual, then he suggested that they take a hike. The children exclaimed, 'Whoopee!' They set out about an hour later and went through some thick woods. The thickness of the woods made it hard for them to travel." Have the children note that when ness is added to thick it makes the word say thickness. (See word recognition for development of the suffix ness.)

Reading: (165) "Why did everyone like Mr. Tompkins?" (166-168) "Read the next three pages and find out about the trip." (169) "What did they find on the turtle's shell?"

Discussion: "What were some things the carpenter made for the children? Why do you think there was a twinkle in his eye when he asked if half a dozen wieners and three or four buns would be enough? What is flint? Who do you think carved the name and date on the turtle?"

Pages
170-174
*added
although
*wade
*socks
explore
*smooth
knives
*matches
*jelly
doughnuts
*agreed
chuckled

Word Development: "The children had time to explore the picnic place, although it took quite awhile to prepare their wiener roast. They used knives to cut sticks. Can you guess what for? Mr. Tompkins gave them some jelly doughnuts his wife had made. He chuckled with amusement at some of the things the children said."

Reading: (170) "What did the children do after examining the turtle?" (171) "This page tells the sceret. What was it?" (172-173) "Find out about the pienic lunch." (174) "Read this page and see if there is any promise of more good times with Mr. Tompkins."

Discussion: "Do you suppose Mr. Tompkins will take the children on another wiener roast? Where do you think they will go next time?" See also INTERPRETATION OF MEANING.

REREADING

The children may reread the story for the purpose of deciding upon the most important events. When they have read a section of text which they think covers one important event, guide them to compose a sentence naming this event. Write each sentence on the blackboard as it is given. The sentences may be somewhat like these:

(1) The carpenter invited the children to go for a wiener roast in the woods.

(2) They started out on the trip.

(3) They followed a road out of town.

(4) They followed a stream up the valley.

(5) They

found a turtle with a name and date carved on its shell. (6) The children waded in the stream. (7) Mr. Tompkins led them to a cave. (8) They prepared and ate their picnic lunch. (9) They explored the cave. (10) They enjoyed looking at their town from the hilltop. (11) They asked Mr. Tompkins if they would have more wiener roasts, and he said he wouldn't be surprised.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing the suffix ness

"In one of the stories which you read some time ago you had the Use after new word darkness." Write this word on the blackboard. Ask some child to underline the word dark and another child to underline ness. Directly under dark write thick. Ask a child to add ness and read the entire word. Repeat this procedure, using the words sick, bright, sweet, black, fair, weak.

page 169.

Reviewing three-syllable words

Write on the blackboard carpenter, suddenly, reminded. Ask a child Use after to mark the syllables in the first word by drawing one line under page 174. the first syllable, two lines under the second syllable, and three lines under the third syllable. Have the other children check his work by determining how many vowel sounds there are in each part of the word which he has marked. Repeat with the other words.

Recognizing compound words

The important compound words in Sections IV and V are included in the list below. Have the children underline and read the two words in each compound word, and then read the word as a whole.

Use after page (liq.

playhouses, Jackson, cookstove, wagonload, courthouse, indoors, sunlight, crossroads, shopkeeper, birdhouses, housekeeping, woodbecker, candlelight

The following review words might also be given similar practice at this time: moonlight, anthill, huttermilk, blindfold, searchlight, snowdrift, broomstick, sunbonnet, necklace, mailbox, ladybugs, cornhusks, blacksmith, railroad, corncob.

INTERPRETATION OF MEANING

Identifying a major thought unit and supporting details

Use after

Ask various children to state what they consider to be the major page 174. thought of the story. Guide them to the conclusion that the description of the hike is the major thought unit. Then aid the children to select the subordinate thought units.

Using variety in vocabulary

Use after page 174.

Write on the blackboard the words and sentences below. Have the ehildren select the most appropriate word to write in each blank space and discuss the reason for their choice. exclaimed

aareed added said called replied reminded answered cried asked "Boys and girls!" the carpenter "How would you like to go for a hike?" he "Whoopee!" the children "A wiener roast." "Let's build the fire first," Mr. Tompkins . . . them. "Can we wade in the stream?" the children "For a little while," Mr. Tompkins "Oh, Mr. Tompkins!" Kay "Isn't it a pretty town!" "It is a pretty town," Mr. Tompkins "I had fun on the hike today," Marcia "And I hope we have more wiener roasts," she

*Recognizing homonyms

Use after page 174.

Write on the blackboard the words and sentences below. Ask the children to select a pair of words which may be used to complete a pair of sentences. Then have them choose the right word for each sentence in the pair.

road rode hour our buy. by The children said, "May we take . . . lunch?" The children were ready in about an Mr. Tompkins went out to . . . some wieners. He went . . . a laundry and a garage. They followed a . . . out of town. Paul sometimes . . . a horse.

APPLICATION OF STUDY SKILLS

Becoming acquainted with an encyclopedia

Show the children two or three volumes of an encyclopedia, one Use after of which has the letter A on the shelf back. Ask the children to decide in which one you should look for information about arrows. Find the topic "Arrows," show the pictures to the children, and read any information which will add to what they already know.

READ AND Do, pages 55-58.

RELATED EXPERIENCES

If feasible, take the children for a hike to some place where they can have a wiener roast.

Invite an older Boy Scout to demonstrate to the children a method for making a fire without matches.

SUGGESTED STORIES AND POEMS

To be read by the children

"In the Woods," page 193, Lost and Found, D. C. Heath and Company, Boston, 1942.

"The Ghost of a Pirate," page 230, Fun and Frolic, D. C. Heath and Company, Boston, 1942.

"The Hobby Picnic," page 179, Yesterday and Today, Silver Burdett Company, New York, 1939.

To be read to the children

Stories: "Mr. Liverworst's Picnic," by Christopher Morley, I Know a Secret, Doubleday, Page and Company, New York, 1927.

"The Picnic," by Miriam Clark Potter, Sally Gabble and the Fairies, The Macmillan Company, New York, 1943.

Poems: "Picnic," by Hugh Lofting, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

"The Secret Cavern," by Margaret Widderner, My Poetry Book, compiled by Huffard, Carlisle, and Ferris, The John C. Winston Company, Philadelphia, 1934.

For Miss Malinda

PAGES 175-182

BUILDING BACKGROUND

Ask the children to tell of any experiences they have had in entertaining a teacher (or any other guest) in their homes.

"Our new story tells what the Apple family did when Miss Malinda, the teacher of the district school, came to visit them. This story happened a long, long time ago, when your great-grandparents were children. At that time the teacher of a country school was given her board and room by the different families in the community. She would stay a week or longer in the home of one family, then she would go to the home of another family, and so on.

DEVELOPMENTAL READING

Pages
172-178
Malinda
pupil
*spend
*seven
pleasant
won
*cute
cider
dissatisfied
special

Word Development: (Malinda was developed while building background.) "John Henry Apple was a pupil in Miss Malinda's school. He thought she was a very pleasant teacher. He knew that his family would do special things when Miss Malinda came to stay at his home. He thought they would probably give her some of their best sweet cider, and perhaps some of the jelly which had won a blue ribbon at the fair. But still John Henry was dissatisfied. We'll find out why." Have the children note that dis placed before satisfied makes the word say dissatisfied. (See word recognition for development of dis.)

Reading: (175-177) "Here is a picture of John Henry coming home from school. He seems to be very thoughtful. Read the first three pages to find out what he is thinking about." (178) "Why did John Henry feel dissatisfied the evening Miss Malinda arrived?"

Discussion: "How long ago did this story happen? What could each member of the family do best? Why was John Henry dissatisfied?" See also INTERPRETATION OF MEANING.

Word Development: "You will now read about something John Henry did early the next morning. He had to borrow something which was protected with ashes. It was lucky that he could run so fast. You will find also that the Apples used the parlor, the best room in their house, when Miss Malinda was there."

Reading: (179) "What did everyone do after supper?" (180–182) "What happened that finally made John Henry feel satisfied?"

Pages
179-182
early
*fried
borrow
*coals
ashes
lucky
*flames
parlor

Discussion: See Interpretation of Meaning, Application of Study SKILLS, and APPRECIATION.

REREADING

Have the children reread each page in order to select the part which answers a specific question. Ask one child to read orally the part he selects. Let the class decide whether or not the part selected really answers the question. Suggested questions are: (175) "How " did the pupils feel about Miss Malinda?" (176) "What did the mothers do for the teacher when she came to stay awhile with the family?" (177) "What could the twins do for the teacher?" (178) "What things happened the first evening that Miss Malinda was in John Henry's home?" (179) "What did they do after supper?" (180) "What did John Henry's mother say to him when she awakened him the next morning?" (181) "How did Mrs. Crane prepare the coals so they would continue to burn until John Henry got home?" (182) "What did Miss Malinda say that really made John Henry feel satisfied?"

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing the prefix dis

"You have had practice in placing a syllable before a word to Use after give it a different meaning, as a before head, be before side, re before page 178. turn, and un before load. Such a syllable is called a prefix.

"We had another prefix in our story today. It is in the new word dissatisfied. Can you tell what the prefix is? How does it change the meaning of satisfied?"

Write on the blackboard the words below. Have the children add dis to each word and explain how the prefix changes the meaning.

appeared liked gareed satisfied

Sentences for contextual application:

May was dissatisfied because she couldn't make a good corncob doll.

The king's older sons disliked work.

The boys disagreed and each went his own way.

The snow disappeared before morning.

Reviewing variants es, ly, ed, est, changing y to i

Use after page 182.

Write on the blackboard the words below. Ask a child to state the principle to be observed when es, ly, ed, or est is added to a word ending in y. Ask different children to change the words as indicated, then check the changed form in each case with the principle.

Add es	Add <u>ly</u>	Add <u>ed</u>	Add <u>est</u>
fly	happy	hurry	happy
daisy	angry	marry	pretty
cry	sleepy	cry	easy
try	pretty	dry	merry

*Have the children change each of the words below to the correct form to write in one of the blank spaces in the sentences.

baby penny pretty angry

The twins were young. They were really just

The poor man's horse killed the rich man's horse. The rich man cried out

Bob bought some candy with his five

Nancy picked the . . . flower that she could find.

Reviewing the principle of soft c and g

Use after .page 182.

Write on the blackboard the words below. Ask the children to decide whether the c or g in each word has the hard or soft sound. Have them note the vowel which follows c or g in each case where the letter has the soft sound. Review this generalization: Usually c and g have the soft sound when followed by e, i, or y. (Tell the children the words gypsy and gymnasium.)

cellar	bicycle	gate	giraffe	catch
cider	cent	giant	gold	grocery
cute	cook	gentle	judge	guided
coals	circus	gypsy	gymnasium	guess

Have the children note such common exceptions as get, girl, give.

INTERPRETATION OF MEANING

Interpreting phrases

Use after Write on the blackboard the sentences below. After each sentence page 182. is read, ask a child to tell the meaning of the underlined phrase.

Father would go to the cellar for the jelly.

The jelly had won a blue ribbon at the fair.

Joe and Bob would go ofter Miss Malinda with the horse and buggy.

John Henry felt dissatisfied.

The airls picked out the nuts for Miss Malinda.

John Henry felt his mother shaking him.

John Henry ron down the pasture road.

John Henry went to Mrs. Crane's to borrow some coals.

John Henry ron like the wind.

Flames crocked and popped in the cookstove.

Now John Henry felt satisfied.

*Recognizing words of opposite meaning

Write on the blackboard the words and sentences below. Have the Use after children select the correct word to write in each blank.

page 182.

young

John Henry was too . . . to handle the liarses and too . . . to act cute like the twins.

dissatisfied

satisfied

The other children were happy and . . ., but John Henry was ... because he could not think of anything special to do.

somethina

nothing

He thought, "I have done . . . special for Miss Malinda, I wonder if there is . . . I can do for her."

won

John Henry could run fast, so he always . . . when the pupils had races at school. He never

late

early

It was . . . when John Henry got up in the morning, and . . . when he went to bed at night.

spend

save

John Henry didn't . . . all of his money. He always tried to ... some of it.

APPLICATION OF STUDY SKILLS

Organizing activities in terms of time periods

Use after

Have the children write the headings Then and Now, and write page 182. under the correct heading each of the sentences below.

The teacher takes turns staying with different families.

The children ao to school in a bus.

The pupils like to listen to the radio.

The boys go after the teacher with the horse and buggy,

Mother had to borrow coals to make a fire.

Mother uses matches to make a fire.

APPRECIATION

Impersonating story characters

Use after page 182.

Have the children play "Impersonations." Let each child select a character in the story, then do an impersonation of this character in a selected part of the story. The other children may guess which character is impersonated and the part of the story portrayed.

READ AND Do, pages 59-60.

RELATED EXPERIENCES

The children may make a scrap book of pictures representing different phases of life one hundred years ago.

The children may suggest ways in which they can be courteous and helpful to visitors in the classroom. List the suggestions given.

SUGGESTED STORIES AND POEMS

To be read by the children

"How Johnny Helped," page 184, Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

"A Pot of Fire," page 230, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Poem: "Breakfast Time," by James Stephens, Chimney Corner Poems, selected by Veronica Hutchinson, Minton, Balch and Company, New York, 1929.

Circus Day

PAGES 183-190

BUILDING BACKGROUND

Let the children discuss circuses which they have attended, describing the animals and the performers, the different acts, the side shows, and the wares sold by the vendors on the circus grounds.

DEVELOPMENTAL READING

Word Development: "This story is about a family of ten children who lived in a red-brick house near the town of Johnsonville. The oldest girl was named Rachel. A circus was coming to town, and the children wanted tickets so they could go and see the bright, painted wagons drawn by beautiful horses."

Reading: (183-185) "Read these pages and find out if the children who lived in the red-brick house got to go to the circus."

Discussion: "Why did the man give tickets to Rachel? Would you think the red-brick house was in town or in the country? Why?"

Word Development: "Allen was the oldest boy in the family. He owned two beautiful horses and a fine carriage, so he took the children to the circus. They saw interesting things in town that day. For one thing they saw a parrot. It belonged to a man who was selling hair oil and other things." "We'll find out if the children bought anything from this man."

Reading: (186) "Who came to Johnsonville? How did they come?" (187) "What was in the parade?" (188) "What did the children buy from the man who was selling things?" (189) "Find out about the side shows." (190) "How was Penny disappointed in the circus?"

Discussion: See Interpretation of Meaning and Application of Study Skills.

REREADING

Have the children reread the story for the purpose of finding descriptive phrases which help them to see vivid pictures, for example: a little one-horse wagon, a shiny black horse, a big roll of paper, the red-brick house.

Write the descriptive phrases on the blackboard as the children find them. Later each child may select and illustrate a phrase.

Pages
183-185
drawn
red-brick
Johnsonville
Rachel
*hoop
tickets
*pressed

Pages 186-190 carriage Allen *chattering oil parrot *Martin

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing the vowel combinations oi, oy

Use after page 190.

Visual and Auditory Discrimination: Write on the blackboard oil, noise, boy, toy. Pronounce the words and ask the children to listen for the same sound in all of the words.

Word Building: Suggested words to use are: oil (boil, coil, toil): boy (cov, joy, toy).

Contextual Application: Suggested sentences to use arc:

The airl was so happy she cried out for joy. The field had good soil for growing corn.

*Reviewing two sounds of oo and ow

Use after

Write the following headings and words on the blackboard. Ask page 190. the children to write each word under the appropriate heading.

> oo as in tool oo as in foot ow as in show ow as in cow known, moon, wooden, smooth, hook, howl, borrow, hoop, allow, spoon, tower, low, good, now, noon, slow, brook, how, hood

Reviewing ing, ed, er, est, and y variants, dropping e

Use after

If there are children who still need practice on this type of variant, page 190. review the principle with them, and then have them change the words below to their variant forms as indicated.

> Add ing: drive, come, smile, dance, ride, shake, trade, waste, hope, change, mine, dare.

Add ed: tie, balance, please, handle, like, twinkle, share.

Add er: fine, late, wide, drive, mine, village.

Add est: fine, large, late, strange, wide.

Add y: shine, lace, gentle, shade.

INTERPRETATION OF MEANING

Interpreting words and phrases in a given context

Use after page 190.

Discuss with the children the meaning of the following words and phrases as they are used in the story: bill (page 183), threering (page 184), let down (page 185), carriage (page 186), drawn (page 186), wagonload (page 187), high-stepping (page 187).

APPLICATION OF STUDY SKILLS

*Organizing story incidents in sequence

Write on the blackboard statements of incidents as indicated below. Have the children rewrite them, organizing the incidents in the page 190, order in which they took place in the story.

Allen tied his horses to the courthouse rail.

A man put a bill on the barn.

A big green parrot screamed at the people.

A man gave Rachel ten tickets.

The parade came by.

The girls' best dresses were let down and pressed.

Things were going on in all of the three rings.

READ AND Do, page 61.

RELATED EXPERIENCES

The children may make large calcimine paintings of circus bills. Ask the children to find out what provision was made in their community for tying horses in the days before the automobile. If any of the hitching posts are still standing, take the children to see them.

SUGGESTED STORIES AND POEMS

To be read by the children

"Dolly Joins the Circus," page 6, Friendly Village, Row, Peterson and Company, Evanston, Illinois, 1941.

"A Wish That Came True," page 68, Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

"A Gay Festival Day," page 182, If I Were Going, Row, Peterson and Company, Evanston, Illinois, 1936.

To be read to the children

Story: "Twitchen Fair," by Rachel Field, Little Dog Toby, The Macmillan Company, New York, 1928.

Poems: "Circus," by Eleanor Farjeon, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

"A Circus Garland," by Rachel Field, Under the Tent of the Sky, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

How the Circus Has Changed

PAGES 191-193

BUILDING BACKGROUND

"The circus has not always been as you children know it. How do you think the circus of a hundred years ago differed from the circus of today?" Let the children express their opinions in regard to the tents, music, acts, animals, and method of transporting the circus of earlier times. Then suggest that they read the next selection for the purpose of finding out how closely their opinions check with facts about the old-time circus.

DEVELOPMENTAL READING

Pages
191-193
imagine
*nine
actors
*stunts
trumpet
*yet
delighted
*matter
*sold

Word Development: "It is hard to imagine just what the circus was like one hundred years ago. We can be sure of one thing—it delighted the children. You will find out what the actors did, why a trumpet was used, and many other things when you read this selection."

Reading: (191) "How many horses and men did the circus have one hundred years ago?" (192-193) "How did the circus grow to what it is today?"

Discussion: Sec Interpretation of Meaning and Application of STUDY SKILLS.

REREADING

The children may reread the selection for the purpose of determining what specific aspects of the circus have changed. List the items on the blackboard as they are given, and ask the children to discuss the change which has taken place in regard to each item. The list of items might be similar to this:

The place where the circus performed
The number of horses and actors
The music
Time of day when the performance could be held
The rings
The number and size of tents
How the circus traveled

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing ed as a separate syllable

Write on the blackboard the words below. Ask the children to Use after read the words and decide whether or not ed is pronounced as a Page 193separate syllable in each one. Then have them note the consonant with which the stem word ends. Help them to become more keenly aware of this principle: When ed is added to a word ending in t or d. it is pronounced as a separate syllable.

delighted	trumpeted	mended
reminded	roosted	uprooted
added	interested	ended

Reviewing variant forms, adding es, ly, y, er, est

If some children still have difficulty with these types of variant. Use after forms, have them build and read words as indicated below. They page 193will meet most of these words while reading pages 193-315 in OVER HILL AND PLAIN.

Add es	. Add ly	<u>Add y</u>	<u>Add er</u>	Add ost
bunch	sad	rain	tall	hard
wish	wise	hill	call	sound
rush	neighbor	foam	warm	loud
grass	stubborn	rust	keep	bright

INTERPRETATION OF MEANING

Making inferences and drawing conclusions

Guide the children in a discussion of the reasons for the changes that have taken place in the circus. Use the following questions to stimulate thinking: (1) Why did the circus become a three-ring circus? (2) Why does the circus now travel by train instead of wagons? (3) Why does the circus now use tents instead of a canvas fence? (4) Why doesn't the circus now use a trumpet to announce its arrival? (5) Why is it now possible for the circus to be seen at night?

Use after page 193.

*Recognizing changing conditions

Use after page 193.

Write on the blackboard the sentences below. Have the children copy the first sentence, and then copy below it the sentence in the second group that describes the change which has taken place in regard to this particular aspect of the circus. Continuc in the same way with the other sentences.

The circus had only a ring with a white fence around it.

The circus could be seen in the daytime only.

Usually the circus had only eleven men.

The circus people traveled in wagons.

Today the circus travels by train.

The circus has lights and can be seen at night.

The circus has three rings inside a big tent.

Over a thousand people are needed to run the show.

APPLICATION OF STUDY SKILLS

Locating letters in the first and second halves of the alphabet

Use after page 193.

Write the alphabet on the blackboard in two columns of thirteen letters each. Divide the class into two teams. Have a child close his eyes. Name a letter and ask him to tell in which half of the alphabet it can be found. If he answers correctly, he makes a score for his team. Continue in the same way with the other letters.

Evaluating statements

Use after page 193.

Write on the blackboard the sentences below. Ask the children to read each sentence and then write Yes or No after it.

The circus of early times was held in one huge canvas tent. (No) There was almost never a clown in the early circus. (No)

The early circus played by day and traveled by night. (Yes)

A hundred years ago the sound of a trumpet told people the circus was in town. (Yes)

The circus of today has many tents. (Yes)

In the circus of today the "big top" is the place where side shows are held. (No)

Today the circus travels by airplane, (No)

About a hundred people are needed to run the circus of today. (No)

READ AND Do, pages 62-63.

RELATED EXPERIENCES

Encourage the children to construct a miniature circus. The tents may be made from paper. The animals and actors may be modeled from clay.

Show the children slides or motion pictures of circus animals. Information for obtaining visual aids may be obtained by writing to your State Department of Education.

The children may dramatize the circus. Have them choose aunouncers, clowns, acrobats, and trained animals. Masks made of paper bags will add to the fun.

SUGGESTED STORIES AND POEMS

To be read by the children

"Teddy Horse," page 16, Friends Anound the World, The Bobbs-Merrill Company, Indianapolis, 1938.

"Baby Boo," page 7, People and Places, Gian and Company, Boston, 1940.

"The Good Luck Begins," page 165. Through the Given Gate, Row, Peterson and Company, Evanston, Illinois, 1939.

To be read to the children

Story: "The Circus," by Emma L. Brock, Till Potators Grove on Trees, Alfred A. Knopf, New York, 1940.

Poems: "The Circus," by Elizabeth Madox Roberts, Under the Tre, The Viking Press, New York, 1930.

"What the Clown Said," by Vachel Lindsay, Johnny Applemed and Other Poems, The Macmillan Company, New York, 1928.

Cats, Dogs, and Little Fishes

PAGES 194-201

BUILDING BACKGROUND

Ask the children to tell about favorite rainy-day pastimes.

"We are going to read about an interesting game that some children played on a rainy day. They had fun with pictures in a dictionary." To build a better background for understanding this selection, show the children pictures of such animals as foxes, giraffes, and kangaroos in a dictionary.

DEVELOPMENTAL READING

Pages
194-201
*Jane
*gay
*taps
*trip
*we'd
dictionary
bumps
rather

Word Development: "I am going to show you one more picture in the dictionary. It is a picture of a rather homely animal with hilly lumps and bumps on its back. I will find it under C. Can you guess what animal it is?" Find the picture for camel in the dictionary, and show it to the children.

Reading: (194-201) "Turn to page 194. What is the name of this selection? What does it say in parentheses under the title? Yes, A Play. This is a story written in the form of a play." Ask one child to read orally the names of the people in the play. Ask another to read the time at which the play took place. Explain that the names on the left side of the page tell which character is speaking the lines. Explain further that the italicized words in parentheses after a character's name tell what the character is doing, and the other words tell what he is saying. Ask a child to read aloud what Johnny is doing as the play opens. Ask another child to read what he says. Continue in this way until the play has been read through once.

Discussion: The children may discuss plans for the choral reading activity suggested under APPRECIATION.

REREADING

The children may take parts in rereading the play. One child may be the narrator for page 194, reading the title, the people, the time, and the action. A boy may read Johnny's part and a girl may read Jane's part. A different group of children may then read page 195, one acting as narrator, another as Johnny, and another as Jane. Continue in this way until each page has been reread.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Developing the contraction formed by omitting a from are

"We had a new contraction in the play. It was we're which stands Use after for we are." Write the contraction and the two words on the black- page 201. hoard, "What letter is omitted when we write we are in the short way? What is substituted in its place?"

Have the children change the following phrases to contractions. These contractions appear between pages 201-220.

> they are we are vou are

*Reviewing the contractions formed by dropping i from is, and o from not

The contractions below appear between pages 194 and 202. Use after Write on the blackboard the contractions and the words from which page 201. they are made. Read the first contraction. Ask a child to find and read the words from which it is made. Have him use these words in a sentence, then repeat the sentence using the contraction. Continue this procedure with the other contractions.

where's did not it's there is aren't do not where is there's don't is not who's have not haven't it is isn't didn't who is are not

INTERPRETATION OF MEANING

Interpreting through choral reading

Group the class into three sections, one section of boys and two. Use after sections of girls, to dramatize the action and read the speeches in Page 201. unison. The group of boys may take the part of Johnny; one group of girls may take the part of Jane, the other the part of Mother.

This choral reading will offer an excellent opportunity to work for good diction, enunciation, and expression.

APPLICATION OF STUDY SKILLS

*Alphabetizing the names of animals

Write the alphabet on the blackboard, then write the names of the Use after animals indicated below. Ask the children to copy the alphabet and page 201. write the name of each animal opposite the letter with which the name begins. Explain that there will not be a name for every letter.

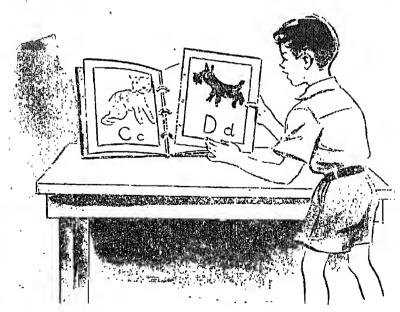
dog, alligator, fox, seal, bear, tiger, wolf, cat, elephant, jackal, raccoon, panda, giraffe, oxen, mouse, lion, horse, kinkajou

After the children have alphabetized the words above, assist them to complete the list by finding additional words in the dictionary. Show the picture of the animal to the children in each case and write its name on the blackboard. The names of birds may be included in this animal list where it seems advisable. Suggested additional names are: ibex, newt, quagga, umbrella bird, vicuna, xerus, yak, zebra.

READ AND Do, pages 64-65.

RELATED EXPERIENCES

The children may make a large illustrated animal dictionary. Each child may prepare one page by drawing or painting on a large piece of paper a picture of an animal to represent one of the letters of the alphabet.



The class may have an alphabet contest while going for a walk or an excursion. Before starting, divide the group into two teams and appoint a captain for each team. Each captain should prepare a score card upon which he writes the letters of the alphabet. During the walk or excursion the children in each team look at posters, billboard advertisements, and other such objects for signs which start with the letters of the alphabet in sequence. The first sign which "counts" must start with a, the next one that "counts" must start with b, and so on. The captain crosses off each letter as a sign starting with that letter is found. The team which has progressed the farthest in checking off letters in sequence wins the contest.

SUGGESTED STORIES AND POEMS

To be read by the children

"Rain, Sleet, and Snow," page 192, Near and Far, Silver Burdett Company, New York, 1940.

"A Toy Library," page 100, The World Around Us, Silver Burdett Company, New York, 1938.

"A Play," page 115, We Grow Up, The Macmillan Company, New York, 1939.

To be read to the children

Stories: "Rocking-Horse Land," by Laurence Houseman, Told Under the Magic Umbrella, The Macmillan Company, New York, 1939.

"The Blue Umbrella," by James Tippett, Told Under the Blue Umbrella, The Macmillan Company, New York, 1937.

Who's In?

PAGE 202

BUILDING BACKGROUND

"When everyone in your family is out somewhere in the evening, is any living creature still in your house?" Let the children discuss this question briefly. List on the blackboard the animals they mention. If no one suggests *spiders*, add this word to the list yourself.

"We are going to read a charming poem by Elizabeth Fleming. The poem is about the same topic we have been discussing. It is called 'Who's In?' "

DEVELOPMENTAL READING

Page 202 spiders Word Development: (Spiders was developed while building background.)

Reading: Read the poem orally, having the children read it silently at the same time.

Discussion: "Was anyone in the house? Who was in? Who do you think said that everyone was out? Who said that everyone was in?"

REREADING

Let any child who wishes to do so read the poem orally just for enjoyment.

ADDITIONAL READING ACTIVITIES

INTERPRETATION OF MEANING Interpreting through choral reading

Use after page 202.

Have the children interpret "Who's In?" through choral reading. One child may read the first two lines and another child the third and fourth lines; a different child may then read each of the next six lines, and the entire group the last two lines. Perhaps after one or two trials the children can give the poem through choral speaking without referring to their books.

This activity affords an excellent opportunity for emphasizing individual responsibility, clear enunciation, rhythm, and pleasing interpretation. Help the children to feel the rhythm of the lines, but take every precaution to prevent the recital from becoming "sing-song" and mechanical.

APPRECIATION

Extending appreciation through pictorial representation

Have the children make a large painting of "Who's In." The Use after group may plan the picture and sketch in the outlines. The details page 202. may then be painted in by different children.

RELATED EXPERIENCE

The children will enjoy drawing pictures of "Who's In?" in other settings. Write on the blackboard the phrases below. Let each child select one of the phrases and make a picture to illustrate "who's in" when "everybody's out."

a garden a grocery store a lake a cave

SUGGESTED POEMS

To be read to the children

"Brownie," by A. A. Milne, When We Were Very Young, E. P. Dutton and Company, New York, 1931.

"Viewpoints," by Arthur Guiterman, Under the Tent of the Sky, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

The Forest Folk Build a House

PAGES 203-212

BUILDING BACKGROUND

Ask the children to tell of any instances they remember in which a group of people who started out happily to do something together got into an argument and spoiled the results. Guide them to the conclusion that this is an unfortunate thing to have happen.

DEVELOPMENTAL READING

Pages
203-206
folk
worth
*flipped
argument
continued
*perched
ought
*center

Word Development: "Our new story is about the forest folk; that is, the animals who lived in the forest. They all started out to do something worth while together. They ought not to have had an argument, but they did. It continued for quite awhile."

Reading: (203-206) "Read the first four pages to find out what the forest folk planned to do as a group, and what each individual animal was supposed to contribute to the plan."

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

Word Development: "The argument which we read about on page 206 caused no trouble, although it might have ruined everything. You are going to read about some vines that hung over the doorway and the web that the spider made. You are also going to read what the canary did as she fluttered about and what happened when the monkeys tossed something down from the rafters."

Reading: (207-209) "Read the next three pages and find out how the house was finished." (210-211) "What calamity happened?" (212) "How did some of the animals feel about it?"

Discussion: "Do you suppose they built another house? Do you think they would get along better another time? Why?" See also INTERPRETATION OF MEANING and APPRECIATION.

REREADING

The children may reread the story for the purpose of preparing a radio skit to "broadcast" to another room. They will need to divide the story into scenes, list the characters, plan properties, decide upon speeches, and have "try-outs" to find who can best act each part.

Pages
207-212
*neatly
hung
web
rafters
fluttered
tossed
*hit
ruined
*heap

caused

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing the final speech sounds ng, nk, ck, th, sh. ch

If there are some children who still need practice on the final Use after speech sounds, have them make substitutions as indicated below. In each case have them read the word they make, and use it in a sentence.

page 212.

For ng: hunt (hung); sun (sung); hat (hang); gone (gong); swim (swing); alone (along); clap (clang); cliff (cling).

For nk: but (bunk); sand (sank); sit (sink); cliff (clink); black (blank).

For ck: sit (sick); pin (pick); will (wick); lip (lick); cliff (click); slip (slick); bring (hick); sat (sack).

For th: four (fourth); ten (tenth); tool (tooth); pat (path); Best (besth).

For sh; as (ash); Dan (dash); last (lash); crab (crash); Fred (fresh); flat (flash); lean (leash).

For ch: in (inch); bird (birch); heak (heach); Ben (hench); cat (catch).

Reviewing the blends fl, cl, sl, bl, pl

If there are children who still need practice in recognizing these. Use after blends, have them build words as indicated below. In each case, have them read the word they make and use it in a sentence. (The underlined words are new in the vocabulary of Over Hill. AND PLAIN.)

page 204.

For fl: slipped (flipped); butter (flutter); name (flame); our (flour); own (flown); take (flake); locks (flocks); hung (flung).

For cl: sing (cling); over (clover); car (clear); can (claw); glass (class); day (clay); stump (clump).

For sl: black (slack); lift (slift); crash (slash); atc (slate); right (slight).

For bl: think (blink); eat (bleat); thank (blank); fast (blast).

For pl: rain (plain); thank (plank); au (plau); say (play); faster (plaster); ant (plant); read (plead).

INTERPRETATION OF MEANING

*Recognizing relationships between characters and their actions

Write on the blackboard the words and incomplete sentences. Use after below. Have the children select and write the name of the right page 206. character in each blank space.

woodchuck ostrich monkeys airaffe beaver elephant turtle canary crow toad

The . . . said he would cut the logs for the house.

The . . . said he would carry the logs.

The . . . said he would aather the nails.

The . . . said he would dig the holes.

The . . . said they would nail the logs together.

The . . . gareed to bring branches and straw for the roof.

The ... said he could carry bricks on his back.

The . . . said he would bring seeds for the window boxes.

The . . . sana a sona.

Identifying action words and sound words

Write on the blackboard the sentences below. Ask the children to Use after read each sentence and tell you which word indicates movement or page 212. sound. Underline these words.

The beaver flipped his tail.

"If you do not forget and eat them," snapped the turtle.

"Thank you," trumpeted the elephant.

The toad <u>croaked</u>, "I will explore the window boxes."

"I," said the spider, "will spin a web."

The canary fluttered about.

The beavers gnawed at the posts.

The toad hopped onto the back of the turtle.

APPLICATION OF STUDY SKILLS

Formulating summary sentences

Discuss the three major parts of the story. Have the children Use after page 212. formulate a summary sentence for each part, as:

The animals planned to build a house.

All the animals helped to build the house.

The lovely house was ruined by the way the animals acted.

*Classifying animals according to their habitat

Use after

Write on the blackboard the words and phrases below. Have the page 206. children write the name of each animal under the heading that indicates the type of place in which it prefers to live.

A wet place

A dry place

beaver, elephant, ostrich, giraffe, turtle, woodchuck, fish, cow, camel, frog, muskrat, donkey, monkey, oxen, cat, doa. sheep, deer, anemone, clam, rabbit, fox, hen, kanaaroo

APPRECIATION

Giving a radio skit

The children may give the radio skit they prepared as a "reread- Use after ing" activity.

page 212.

Discriminating between fact and fancy

Have the children turn to the table of contents, read all of the Use after titles in the first four sections, and decide whether each story is fanciful or realistic.

page 212.

READ AND Do, pages 66-67.

RELATED EXPERIENCES

Ask the children to imagine what would happen in the classroom if everyone ignored the rights of others as did the animals in the story. Guide them in formulating classroom rules based on respect for individual rights.

The children may collect pictures of each of the animals mentioned in the story to display in their "nature corner."

SUGGESTED STORIES AND POEMS

To be read by the children

"The Beaver Dam," page 21, Neighbors and Helpers, Lyons and Carnahan, Chicago, 1939.

"The Animals Who Made a Home," page 230, More Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "The Bajabi Tree," by Edith Rickert, Told Under the Magic Umbrella, The Macmillan Company, New York, 1939.

Poem: "Deep in the Woods," by Mildred D. Shacklett, The Golden Flute, edited by Hubbard and Babbitt, the John Day Company, New York, 1932.

SECTION V

Whistle While You Work

ILLUSTRATION: PAGE 213

BUILDING BACKGROUND FOR THE SECTION

"The name of the last section we read was 'Time to Play.' The name of our new section is 'Whistle While You Work.' What difference would you expect to find between the stories in these two sections?

"Turn to the table of contents. We'll read the titles of the stories, and see if they will furnish any additional clues in regard to the way in which work might be involved in these stories."

Aid the children to read the titles, and encourage them to speculate on the "work" possibilities in each title. They may, for example, reach the conclusion that Josephus made a deal to work for something he wanted; that Sing Hi worked to earn money with which to satisfy his sweet tooth; and so on.

Next ask the children to turn to page 213. Have them read the title of the section, and discuss the picture. Ask them to tell what kind of work each child is doing, which children are whistling, and what the boys appear to be making. (As a clue, call attention to the birds.)

"Do these children and this little building remind you of any other story we have read? Yes, 'The Carpenter's Scoret.'" Help the children to identify the carpenter's workshop and the characters: Marcia, the light-haired girl; Paul, the boy wearing the cap; and Bob, the boy in the foreground using an auger. Have them find the new boy and girl in the group.

"In our last story, 'The Carpenter's Secret,' the children played with Mr. Tompkins. We'll find out if they worked with him when we read a story about this picture later on."

Josephus Makes a Deal

PAGES 214-222

BUILDING BACKGROUND

"Did you ever want to buy a present for someone when you didn't have any money? Were you somehow able to get the present?" Let a few of the children tell their experiences.

"Our next story is about a boy who wanted very much to get a present for some people. He was faced with several problems. We'll find out if he was elever enough to solve them."

DEVELOPMENTAL READING

Word Development: "The little boy who wanted to get the present was Josephus, and the people for whom he wanted to get it were his parents. When you see a picture of Josephus you will notice that he didn't wear shoes. His feet were bare. Shoes cost a lot of money seventy-five years ago when Josephus was a boy."

Pages
214-216
Josephus
*deal
*seventyfive
parents
*age
cost
bare
*toes

Reading: (214-216) Discuss the picture of the old-fashioned store on pages 214-215. Ask the children to identify different articles in the store. Have them tell what they think Josephus has just bought, and express their opinions as to whether there is anything in this store which would make a suitable gift for Josephus' parents. "Read and find out what some of Josephus' problems were."

Discussion: "What were some of Josephus' problems? How was the store of seventy-five years ago different from stores in most small towns today?"

Word Development: "In the part of the story which you have just read, Josephus wore overalls. In the next part of the story you'll be amazed to find that he is wearing a fine collar. Josephus had not forgotten that he wanted to cann a gift for his father and mother. He had been admiring many things that he could not afford to buy. You will find out how a photographer helped Josephus solve his problem. This photographer made photographs which were called tintypes because they were made on tin. Often each photograph was put in a blue or red velvet case."

Reading: (217) "Find out about the conversation between Josephus and the man in the buggy." (218) "What idea did Josephus get for a gift?" (219-221) "Read the next three pages and see if he was able to carn this gift." (222) "How did his parents show that they appreciated the present?"

Discussion: "How are photographs today different from the tintypes which the traveling photographer took? What advantage did the photographer have in making a deal with Josephus? Give two reasons for Josephus' parents being proud of the photograph."

Pages
217-222
photographer
*tin
velvet
admiring
forgotten
amazed
*bean
*spent
*stiff
collar
earn

REREADING

The children may reread the story to select paragraphs for specific purposes. In each case a child should be asked to read orally the paragraph selected. Suggested paragraphs for which to ask are: (214) The one that gives a good description of Josephus. (215) The one that gives specific information about his parents' ages. (216) The one that describes the man and his horse and buggy. (217) The one that tells why Josephus felt sad, even after meeting the stranger. (218) The one that describes the photographs. (219) The one that tells what the storekeeper did when Josephus returned. (220) The one that tells how Josephus got orders for photographs. (221) The one that tells how Josephus looked when his picture was taken. (222) The one that tells what finally happened to the photograph.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing one-, two-, and three-syllable words

Use after page 222.

Pronounce the words below. Ask the children to say one, two, or three after each word, depending on how many syllables they hear.

tin, bean, parrot, Martin, delighted, villager, brick, continued, sadly

Write on the blackboard the headings and words below. Have different children read a word and answer the two questions about it by writing 1, 2, or 3 under the appropriate heading.

	vowels do you	How many, syllables are in the word?
tin		
hit	• • •	
мер	• • •	
pnwb		
		1.1
	How many vowels do you hear?	syllables are
velvet	vowels do you	
pnaga	vowels do you	syllables are
	vowels do you	syllables are

How many How many vowels do you syllables are hear? in the word? photograph Josephus forgotten admiring wonderful

Use the above examples for reviewing this fact: Each part of a word in which you can hear a vowel sound is a separate syllable.

Applying short and long vowel principles to syllables

"You have learned that when there is only one vowel in a onesyllable word the vowel is usually short unless it is at the end of page 222. the word." Write these words on the blackboard and ask the children to note the application of the principle: tin, red, put, not, grand, ho, we, be, hi.

Use after

"This same principle also holds for each syllable within a word. It is just as true of a syllable as it is of a word." Divide the words below into syllables and ask the children to apply the principle to each separate syllable.

rab	bit	pres	ent	hun	dred
pret	ty	bran	ches	sick	noss

Words which are exceptions because the vowel in one syllable comes at the end, and so is long, are: lady, began, going, grocery.

Repeat the above procedures in applying the long vowel principle: When there are two or more vowels in a word or syllable, the first is usually long and the others are silent. Words of one syllable which may be used for review purposes in applying the principle are: deal, bean, toes, age, huge, wise.

Two-syllable words which may be used in extending the application of the principle to syllables are given below. These words have one or more syllables in which two vowels come together:

dai	sy	bee	tles	UΠ	load
ex	plain	sail	boat	in	deed

Reviewing contractions made by omitting a from are

Use after page 222.

Ask the children to write the two words for which each of these contractions stands: you're, we're, they're. Have them give a sentence using each contraction and then give the same sentence using the two words for which the contraction stands.

INTERPRETATION OF MEANING

Comparing costs seventy-five years ago and today

Use after page 218.

Have the children ascertain the local prices of photographs. salt, pearl-handled knives, and picture books. Guide a discussion of factors which determine prices, as methods of production, quantity, quality, price control. Compare also the amount of money a child might have had to spend for a present seventy-five years ago with what he might have to spend today.

*Recognizing word relationships

Use after page 222.

Write on the blackboard the words and sentences below. Have the children read each sentence, select an appropriate word, and write it in the blank space,

> cider douahnuts rafters toes photographers collars tin

Knees, hands, fingers, feet, and . . . are parts of the body. Mayors, carpenters, actors, judges, and . . . are people. Floors, windows, ..., roofs, and doors are parts of buildings. Jelly, wieners, . . ., buns, and beans are food.

Gold, coal, silver, ..., and iron are taken from mines under the ground.

Sweaters, shirts, dresses, socks, coats, and . . . are clothes. Coffee, tea, . . ., milk, and lemonade are drinks.

APPLICATION OF STUDY SKILLS

Locating letters in the first and second halves of the alphabet

Use after

Write the alphabet on the blackboard in two columns of thirteen page 222. letters each. Divide the class into two teams. Have a child close his eyes. Name a letter and ask him to tell in which half of the alphabet it can be found. If he answers correctly, he makes a score for his team. Continue in the same way with the other letters.

APPRECIATION

Deepening appreciation of character traits

Guide the children in a discussion of Josephus' traits of character. Use after Some of these traits which might be discussed are: persistence, depage 222. pendability, generosity, and resourcefulness.

READ AND Do, pages 68-69.

RELATED EXPERIENCES

If possible, obtain tintypes or pietures of tintypes for a bulletin board display. If this is not possible, have the children ask their parents to show them any tintypes which may be in the family possession. After the children understand what a tintype is, each one may make a picture to represent an old tintype in a velvet case.

The children may make silhouette "portraits" as gifts for their parents. Have a child stand between a strong light and a sheet of paper in such a way that the shadow of his profile is thrown on the paper. (A slide projector makes a good light for this purpose.) Another child may mark around this shadow. Each child may cut out his own silhouette and mount it on contrasting paper. Black on white is effective, but interesting color combinations may be used.

SUGGESTED STORIES AND POEMS

To be read by the children

"Jack's New Experience," page 138, Neighbors and Helpers, Lyons and Carnahan, Chicago, 1939.

"Mary Ellen Finds a Way," page 64, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "The Little Blue Dishes," Told Under the Blue Umbrella, The Macmillan Company, New York, 1937.

Poems: "My Gift," by Christina Rossetti, Merry Meet Again, compiled by Elizabeth Sechrist, Macrae Smith Company, Philadelphia, 1941.

"A Wish is Quite a Tiny Thing," by Annette Wynne, Chimney Corner Poems, compiled by Veronica S. Hutchinson, Minton Balch and Company, New York, 1929.

The Sweet Tooth of Sing Hi

PAGES 223-234

BUILDING BACKGROUND

If it is possible to procure a polished abalone (ab-a-lō'-ne) shell, bring one to school. Show it to the children, explaining that the abalone is a shellfish which lives in the sea and is able to cling tightly to the sides of rocks.

Show them the mother-of-pearl lining, and tell them that the abalone shell is valuable because people use the mother-of-pearl in making or decorating many different objects, as buttons, beads, brooches, jackknife handles, picture frames, table tops.

If it isn't possible to procure an abalone shell, bring to school any large polished sea shell which is available. Discuss this shell with the children. Let them hold it to their ears and listen to the singing sound. Conclude the discussion by giving them information about the abalone shell as suggested above.

DEVELOPMENTAL READING

Pages
223-226
*Hi
*Lo
strips
glaring
(Pah)
Chinese
*marked
*joy
*gain
nickels
*dimes

Word Development: "Our next story is about Sing Hi and Sing.Lo, two Chinese boys who were cousins. Sing Lo had a garden in which the flowers made bright strips of color. He liked to sell flowers and vegetables from the garden and earn some nickels and dimes. His cousin, Sing Hi, sometimes became disgusted and said 'Pah.' When the story opens he is glaring at Sing Lo."

Reading: (223-226) "Read these pages and find out how Sing Lo happened to have a garden, and whether Sing Hi helped him with it."

Discussion: "Did you ever see any moss roses? Any larkspur? Describe these flowers. What did Sing Lo do which was similar to something Josephus did? What does the first sentence on page 225 mean? How many pennies are in a nickel? In a dime?"

Pages
227-234
ah
lollipops

Word Development: "Sing Hi often repeated the word 'Pah,' and he sometimes used the word 'Ah.' The name of our story is 'The Sweet Tooth of Sing Hi.' Do you suppose this means that Sing Hi liked lollipops? The Chinese boys lived near the sea. They liked to watch the sea gulls, and they liked to look at the waves edged with foam.

They often went out searching for shells to polish. Sometimes they would find an abalone shell clinging to a rock. Then they would start prying it loose. They could always sell a good abalone shell for money to put in their china pig bank."

Reading: (227) "Read and find out how trouble arose between Sing Hi and Sing Lo." (228-231) "Read the next four pages and find out how the argument ended." (232-234) "Read the next three pages and find out about Sing Hi's terrifying experience."

Discussion: "Why do people polish abalone shells? How did the sweet tooth of Sing Hi bring trouble to both boys? Do you think there is any chance of Sing Hi's being saved? How?" See also interpretation of meaning, application of study skills, and appreciation.

*peppermints polish abalone clinging *hatchet prying *poke china loose repeated edged gulls

REREADING

The children may reread and discuss the story for the purpose of deciding these points: What is the most beautiful description in the story? Which were the best arguments that Sing IIi used? Which were the best ones that Sing Lo used? What were the most pleasant things that happened at the beach? What were the most unpleasant?

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing the sounds of oy and oi

Write on the blackboard the headings and words below. Have the children read each word and write it under the appropriate heading. After the words are listed, ask the children to compare the sounds of oy and oi in the words in the two lists. Review the generalization that these vowel combinations have the same sound.

Use after page 226.

Reviewing variants made by adding ing, ed, er, est, y, dropping final e

If any children need additional practice on this type of variant, have them build words as suggested below, Have them check their

Use after page 234.

work with this principle: A silent e at the end of a word is usually dropped when ing, ed, er, est, or y is added.

Add ing: waste (wasting); admire (admiring); share (sharing); shake (shaking); wade (wading); hike (hiking); hope (hoping); change (changing).

Add ed: hope (hoped); like (liked); dance (danced); edge (edged); cause (caused); poke (poked); admire (admired); twinkle (twinkled).

Add er: ride (rider); wide (wider); large (larger); fine (finer); admire (admirer); village (villager).

Add est: fine (finest); large (largest); late (latest).

Add y: lace, (lacy); shade (shady); ice (icy); gentle (gently).

Fusing context and phonics clues

Use after Ask the children to read the sentences below and try to work page 234 out each new word by using their knowledge about the sounds of letters, and by checking to see whether or not the word makes sense in the sentence. After silent study have each sentence read orally, then ask different children to tell how they found out what

It was hard to get the abalone shell because it stuck tight to the rock.

The rock where Sing Hi was caught was a <u>lonely</u> place because no one lived near by.

Once a gull had her nest on the rock, but now she had <u>flown</u> away.

Poor Sing Hi peeped down at the rocks and saw that the tide was getting higher.

The water felt coal as it rose and covered Sing Hi's feet.

Reviewing str, spr, scr, thr

the new word was.

Use after page 226. If there are children who still need practice in recognizing these blends, have them engage in word-building as indicated below. Have them read each word they build and use it in a sentence.

For str: drips (strips); tap (strap); hung (strung); gay (stray); hike (strike); ripe (stripe).

For spr: ring (spring); pay (spray); cry (spry); out (sprout); hung (sprung).

SECTION V: WHISTLE WHILE YOU WORK [151]

For ser: stream (scream); crew (screw); catch (scratch); rubbed

(scrubbed).

For thr: boat (throat); blew (threw); bread (thread); dash (thrash);

drive (thrive); rust (thrust).

INTERPRETATION OF MEANING

Sensing cause-and-effect relationships

Write on the blackboard the incomplete sentences and phrases. Use after below. Have the children select the appropriate ending for each page 234. sentence.

Sing Hi said Sing Lo was like a girl because he played with dolls. he liked to work in the garden. he wanted to save all the pennies.

Sing Hi and Sing Lo had trouble because of the sweet tooth of Sing Hi. the hard work. the crying of the sea gulls.

Sing Lo wanted to save all the pennies, nickels, and dimes because he loved money.

he liked to poke the money into the china pig bank.
he wanted to buy some beautiful thing.

Sing Hi went to the beach bocause he wanted to swim. he wanted to find some shells. he wanted to rest.

Sing Hi took the hatchet because he was going to cut wood. he wanted to pry loose the shells that cling to the rocks. he wanted to break the shells.

Sing Hi was frightened because the tide was coming in. it was dark. the abalone stuck fast to the rock.

*Recognizing relationships between characters and their actions

Use after page 234.

Write on the blackboard the names and incomplete sentences below. Have the children select and write the name of the right character in each blank enoce

r in each bl	ank space.	
	Sing Hi	Sing Lo
	glared angrily.	a tan
	liked working in	the garden.
• • • • • • • • • • • • • • • • • • • •	asked his cousin t	o share his garden with him.
	wanted to save t	he money.
	Maured to save r	1
	wanted to run to	the candy snop.
	wanted to buy so	ome beautiful thing that would last,
	wanted to polish	shells and sell them.
	told his cousin th	at he was growing lat.
	had his hand hel	d last by an abaione shell.
	laid his face upo	n the rock and sobbed.

APPLICATION OF STUDY SKILLS

Making and solving arithmetic problems

Use after page 234.

Have the children obtain information at local markets and flower stands about prices of vegetables and flowers. Write on the blackboard the names of the vegetables and flowers with their prices. Have each child make up an arithmetic problem using this price list as a reference. Problems such as the following may be suggested:

Sing Lo sold 2 bunches of lettuce for 13¢ each. How much money did he get for the lettuce?

Write on the blackboard the suggested problems and have the children solve them during an arithmetic period.

Summarizing ideas in a story

Use after

Guide a discussion in which the children summarize the story. page 234. Have them compose a paragraph to be written on the blackboard.

*Following directions

Have the children illustrate the paragraph below.

Use after

Sing Lo sat back an his heels and looked at his garden. On his page 223. right were neat rows of carrots, beans, and lettuce. On his left were yellow daisies, moss roses, and tall blue larkspur.

APPRECIATION

Appreciating vivid descriptions

Read to the children each passage below. Ask different children Use after to rephrase each passage. Write on the blackboard and read aloud page 234 one or two examples of the children's versions. Read again the corresponding passage from the book and ask the children which they like better.

"Soon the rich brown earth was marked with neat rows of vegetables and gay flowers."

"The sca slipped gentle, blue, foamy fingers a little higher on the rock."

READ AND Do, pages 70-73.

RELATED EXPERIENCES

The children may make a collection of shells. They may label each shell with its name and a short paragraph giving any information they can obtain concerning it.

They may sing such songs as "Sea Horse," page 10, New Music Horizons, Book III, by Osbourne McConathy, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"Little Pear and His Sisters," page 34, The Laidlaw Basic Readers, Book III, Laidlaw Brothers, Inc., Chicago, 1940.

"Chinese Holiday," page 23.4, Friends Around the World, The Bobbs-Merrill Company, Indianapolis, 1938.

To be read to the children

Stories: "The Magic Rice Kettle," by Katherine Pyle, Wonder Tales Retold, Little, Brown and Company, Boston, 1932.

"The Greedy Shepherd," by Frances Browne, Granny's Wonderful Chair, The Macmillan Company, New York, 1934.

Poems: "My Garden," by Fred E. Weatherly, My Caravan, compiled by Eulalie Grover, Laidlaw Brothers, New York, 1932.

"The Sugar-Plum Tree," by Eugene Field, Poems of Childhood, Charles Scribner's Sons, New York, 1904.

The China Pig of Sing Lo

PAGES 235-242

BUILDING BACKGROUND

Show the children a china pig bank. Tell them where it came from, who made it, and why it is called a china pig.

DEVELOPMENTAL READING

Pages
235-242
taught
*cool
*lonely
*peeped
*tight
instead
broad
*flown
*shape

Word Development: "You will remember that Sing Hi had a china pig bank. This pig had a broad back. Sometimes Sing Hi bought candy instead of putting money in his bank. Sing Lo had been taught to save his money. He was worried for fear too much candy would weaken Sing Hi's arms." Have the children note that en added to weak makes it say weaken. (See word recognition for development of the suffix en,)

Reading: (235) "Read and find out what Sing Lo did after Sing Hi left for the beach." (236-239) "Read the next four pages and find out if Sing Hi was rescued." (240-242) "Read the rest of the story and find out how the boys finally settled their argument."

Discussion: "Describe how Sing Lo got down the cliff to the place where Sing Hi was caught. How did the boys get back up again? Do you think Sing Hi's decision to keep the shell was better than his idea of giving it to Sing Lo? Why?

REREADING

The children may reread the story for the purpose of finding the part of the story which was used for each illustration.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing the suffix en

Use after page 242.

"Sometimes the suffix en is added to a word to give it a different meaning. You have had gold, golden, and wood, wooden." Write these words on the blackboard. Explain that there are many words to which en may be added to make new words. Have the children add en to each of the following words, and read the word in its changed form: weak, short, thick, sweet, silk, eat, fall.

Explain that when a word ends in e, the final e is dropped when en is added. Demonstrate by writing take, taken.

Have the children add en to each of these words, dropping e: spoke, give, white. Have them convert these words into stem words: taken, broken, given.

*Write on the blackboard the words and sentences below. Have the children select the word which, with en added, completes each sentence, and write it in the blank space.

> broke weak take short

Sina Lo thought that sweets would . . . one's breath.

He thought they would also . . . one's arms.

Sing Hi was glad that Sing Lo had . . . the hatchet with him.

Paul had a pig bank once, but now it is

Reviewing the suffixes ful and ness

Have the children change the words below as indicated, tell the Use after meaning of each word in its changed form, and use it in a sentence.

Add ful: waste, spoon, shovel, use, hand, pail, care, wonder, truth, joy. Add ness: dark, thick, sick, bright, sweet, queer, stiff, soft.

Reviewing the prefixes un, dis, a, be, re

Use the same procedure as suggested for the suffixes above. Sug-Use after gested words for word-building are given below. Dage 242.

Add un: tied, lock, wind, painted, load, hooked, wise, pressed.

Add dis: satisfied, liked, appeared, arm, count, cover, please.

Add a: field, piece, ground, loud, light, side.

Add be: side, hind, friend, witch.

Add re: turn, call, finish, read, gain, move.

Discriminating between words similar in configuration

Write on the blackboard the arrangement of words below. Ask two children to see which one can be the first to find a word you name. Choose a word from a different group each time. Repeat until every child has had a turn. When a child indicates a wrong word, help him to work out this word phonetically, and then to find the right word in the same way.

broad shape we'd bean tin game board share web barn gain ten bread shade we'll been gave tip

Use after page 242.

page 242.

INTERPRETATION OF MEANING

*Recognizing words of opposite meaning

Use after page 242.

Write on the blackboard the words and incomplete sentences below. Ask the children to read the first sentence, select a word which means the opposite of the underlined word, then write this word in the blank space.

high untied together loose cool earn

He took a tight hold on the hatchet, and tried to pry the abalone . . . from the rock.

Sing Lo wanted to tell Sing Hi that they would spend all the money they could

The sand was warm on Sing Lo's feet, but a . . . wind was blowing from the sea.

Sing Lo tied the abalone shell to the clothes line; later he ... the line and rolled it into a ball.

At low tide there was a broad strip of sand at the foot of the rocks, but at . . . tide the water covered the sand.

Sing Lo said, "Sing Hi, there is more work than I can do alone. Let us work '

Recognizing descriptive words

Use after

Write on the blackboard the sentences below. Have the children page 242. read each sentence and draw a line under each word that describes something.

Sing Lo bought a long, strong clothes line.

Sing Lo heard a sad, lonely voice.

The sea curled its cool, lacy, blue fingers around Sing Lo's small feet.

Sing Hi looked up at the broad, blue sky.

Sing Hi kept the beautiful, big abalone shell.

APPLICATION OF STUDY SKILLS

*Organizing story incidents in sequence

Use after Write on the blackboard the statements below. Have the children page 242. rearrange them in the order in which they took place in the story.

He saw his cousin.

Sing Lo worked alone in the garden.

Down he went over the rocks.

He tied one end of the rope to a tree.

Hand over hand the boys climbed up the rope.

He went to town and bought a clothes line for his mother.

He peeped over the edge of the rocks.

He heard a sad and lonely voice.

He pried the abalone from the rock.

They went back to the garden.

Formulating summary sentences

Discuss as a unit the two stories, The Sweet Toolh of Sing IIi and Use after The China Pig of Sing Lo. Have the children formulate a summary page 242. sentence for each of the four major parts of the two stories.

APPRECIATION

Noting changing attitudes

Discuss such questions as: How is the situation at the end of the Use after story The China Pig of Sing Lo different from that at the beginning of the story The Sweet Tooth of Sing Hi? What experience changed Sing Lo? What experience changed Sing Hi?

page 242.

READ AND Do, pages 74-75.

RELATED EXPERIENCES -

Show the slides, Shells and Other Sea Shore Subjects, Philip Photo Service, Long Beach, California.

Discuss with the children the cultural contribution made by people of other races who live in the community.

SUGGESTED STORIES AND POEMS

To be read by the children

"Down By the Sea," page 172, Friendly Village, Row, Peterson and Company, Evanston, Illinois, 1941.

"Juan Paints His Pig Bank," page 208, Faraway Ports, The John C. Winston Company, Philadelphia, 1940.

To be read to the children

Poem: "Shore," by Mary Britton Miller, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

Two Surprises

PAGES 243-249

BUILDING BACKGROUND

Have the children turn back to the picture on page 213. "When we last discussed this picture we decided that some of the children were those who had gone with Mr. Tompkins on the hike: Marcia, Paul, and Bob. There is one new boy and one new girl. Their names are Tommy and Annabel. Where do you think the boys got the tools they are using? Can you think of any reason why the girls might be cleaning the carpenter's shop? What did you decide the boys were making when we last discussed this picture? Do you still think the same thing? We'll read our next story and see which of your answers are right."

DEVELOPMENTAL READING

Pages
243-246
*managed
fixing
*eagerly
*tramped
sparkling
Annabel
especially
humming
arrive

Word Development: (The new word Annabel was developed while building background.) "Mr. Tompkins was always fixing things for the children. You will get a good idea of the kind of man he was when you read about his eyes sparkling when the children arrive. During the course of the story Annabel asked to plant some flowers especially for the humming birds. You'll find out why when you read the story."

Reading: (243-245) "Read the first three pages and find out about the surprise which the children planned for Mr. Tompkins." (246) "Did he like the idea well enough to enter into the planning?"

Discussion: "How many things had Mr. Tompkins done to help the birds? What were some of the things he had done for the children? What were the children's plans for both Mr. Tompkins and the birds?" See also interpretation of Meaning and Application of STUDY SKILLS.

Pages
247-249
you'll
*sweep
expect
excitement
wren
certainly
*invite

Word Development: "Perhaps you expect to find some excitement in the story. You'll certainly find it before the story is ended. You will recognize the names of all the birds that you will read about except the wren. The w in wren is silent, and you might not recognize the word if you didn't know about this silent w."

Reading: (247-248) "Read the next two pages and find out what the excitement was about." (249) "We've found out about one surprise. What was the second?"

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story to find the parts telling about things which were done to please (1) the birds; (2) the children; (3) Mr. Tompkins. Since some of the things would please more than one of the three, the children should decide which would be most pleased in such a case.

ADDITIONAL READING ACTIVITIES word recognition

Developing two sounds of ou

Write on the blackboard house, thought. Have the children find and underline the two vowels in each word. Explain that ou has several different sounds and that they will now learn about two of these sounds. Have the children listen as you pronounce house and thought to detect the two different sounds of ou. Say the words below. Ask the children to clap for each word which contains ou as in house. Repeat, asking them to indicate each word containing ou as in thought.

bought, shout, about, brought, round, fought, mouth, wought

Suggested words to use for word building are: out (shout, sprout); round (sound, bound, ground); loud (cloud, proud); ought (bought, sought, thought, brought).

Have the children complete each sentence below with a word which contains the ou sound as in out.

The children planted some seeds. Soon they saw the seeds (grow, brought, sprout)

One day Annabel heard Tom (scream, thought, shout)

Have them complete each of these sentences with a word which contains ou as in thought.

Mr. Tompkins thought the birds . . . to like the houses. (should, ought, shout)

One day Paul . . . the birds somo crumbs. (took, brought, ground)

Use after page 249.

Reviewing variants ing, ed, er, est, y, doubling final consonant

Use after page 249.

Write on the blackboard the headings and words below. Have the children count the number of vowel sounds and the number of final consonants in each word. Then have them add the ending asked for, doubling the final consonant in each case.

Add ing	Add ed	Add er	Add est	Add y
forget	·sob	plan	big	рир
snap	drip	run	fat	fur
begin	scrub	big	thin	Tom
hum	plan	rob	sad	John
drip	chug			Dan
chug	nod			mud

Generalization: Guide the children to become more aware of this fact: When a word ends in a single consonant following a single vowel, the final consonant is usually doubled when ing, ed, er, est, or y is added. Point out that a silent consonant (h) precedes the final consonant in $\mathcal{J}ohn$.

Fusing context and phonics clues

Use after page 249.

Use the same procedure with the sentences below as suggested for the same topic on page 150.

One of the birdhouses was ten inches high.

Tommy said, "I certainly enjoy moking birdhouses."

Mr. Tompkins planted corn, beans, and peas in his garden.

One day Mr. Tompkins made a nice bench for his shop.

There were a few flies around the shop, and the girls tried to get <u>rid</u> of them.

One day when it rained hard, the roof of Mr. Tompkins' shop leaked.

Mr. Tompkins' wife could bake very fine pies and cakes.

INTERPRETATION OF MEANING

*Recognizing words and phrases similar in meaning

Use after page 249.

Write on the blackboard the words, phrases, and sentences below. Have the children read each sentence and select the word or phrase which could be substituted for the underlined word.

twinkling been able ask come walked happy

Tommy had managed to wait until after school.

Tommy and his friends tramped into the shop.

"A surprise!" said Mr. Tompkins, his eyes sparkling.

"I'd be delighted," said the carpenter.

"Before long the birds will arrive," Mr. Tompkins told them.

"You can invite your friends to come," he said.

*Recognizing relationships in parts of sentences

Write on the blackboard the incomplete sentences and phrases below. Have the children complete each sentence.

Use after page 249.

Mr. Tompkins fastened the bluebird house

He fastened the wren house

He fastened the martin house

The birds arrive Mr. Tompkins let the children use the back room

There was a jar of doughnuts

on a fence post.

for a club room.

to the top of a long pole.

in an apple tree.

when winter is over.

APPLICATION OF STUDY SKILLS

Checking retention of story details

Have the children answer the following questions without referring to their books: (1) How did Mr. Tompkins show his liking for children? (2) How did he show his liking for birds? (3) In what kind of house did Mr. Tomkins live? (4) In what part of the yard was his shop? (5) Where did Tommy plan to put the birdhouses? (6) What kinds of flowers did Annabel suggest planting? (7) What kind of birds especially like flowers? (8) What kind of flower seeds do many birds eat?

Use after page 246.

Locating information pertaining to a specific problem

Through discussion, stimulate the children's interest in finding out what kinds of birds are resident in the vicinity. Ask each child to find as much information as he can to contribute to this problem. A chart may be prepared with the problem stated as a heading:

Use after page 249.

What birds have their homes in our community?

Provide a bird book for identifying birds. Guide the children in looking for characteristics by which birds may be identified.

APPRECIATION

Appreciating character traits

Use after page 249. Have the children discuss the different things Mr. Tompkins did to make others happy. Ask them to think of words which would describe the kind of man Mr. Tompkins was.

READ AND Do, pages 76-77.

RELATED EXPERIENCES

The children may feed birds on the school grounds. Crumbs and grain may be placed on window ledges and on feeding platforms built by the children.

Each child may make a bird book in which he keeps a record of his bird observations, as: date on which the bird was first seen; description or picture of the male and female; account of feeding habits; description of nest; number, size, and color of eggs.

SUGGESTED STORIES AND POEMS

To be read by the children

"Noisy Mr. Redhead," page 148, Streets and Roads, Scott, Foresman, and Company, Chicago, 1941.

"A Wonderful Nest," page 203, The World Around Us, Silver Burdett Company, New York, 1938.

To be read to the children

Stories: "The Bird," by Carolyn Sherwin Bailey, Tell Me Another Story, Milton Bradley Company, Springfield, Massachusetts, 1932.

"The Selfish Sparrow and the Houseless Crows," Tales of Laughter, compiled by Kate Douglas Wiggin and Nora Archibald Smith, Doubleday, Doran and Company, Inc., New York, 1934.

Poems: "The Unfinished House," by Dorothy Aldis, Before Things Happen, G. P. Putnam's Sons, New York, 1939.

"To Make a House," by Annette Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919.

Building Birdhouses

PAGES 250-253

BUILDING BACKGROUND

Let the children tell about any experiences they have had in making birdhouses. Ask them if they know just exactly what kind of house is preferred by: (1) a bluebird; (2) a wren; (3) a martin. "Our next selection will tell us what kind of house each of these birds likes."

DEVELOPMENTAL READING

Word Development: "It is very important to know just what type of house different kinds of birds prefer because they are very particular about the place in which they live. It is best to have square rooms in some birdhouses, and oblong rooms in others."

Reading: (250-251) "Read until you find out exactly how a bird-house should be made for a wren." (251-252) "Now find out just how a house should be made for a bluebird." (252-253) "Finish the selection and find out how a birdhouse should be made for a martin."

Discussion: See INTERPRETATION OF MEANING and APPLICATION OF STUDY SKILLS.

REREADING

Different children may be asked to tell what they remember about building a house for a wren. Then one child may be asked to read orally the part that tells about making wren houses. After the oral reading, the class may decide who recalled the information most completely and accurately. Repeat the procedure for bluebird houses and martin houses.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Reviewing the sounds of a, e, i, o, and u when followed by r

"In the last two stories we had several words in which the sound of a vowel was neither long nor short, but had the sound which a vowel has when followed by r. You may clap once each time you hear a vowel sound which is governed by r."

Read these words to the children: hird, luck, wren, perch, sweep, bark, corner, broke, hardly, her, pole, surprise, house, martin, Saturday, rooms, winter, sparkling, eggs, prefer, Marcia.

Pages 250-253 particular prefer square *inches important *enjoy

Use after page 253.

Reviewing variants made by adding ing, ly, y, ed, er, and est

Use after page 253.

If there are children who still need practice on this type of variant use the procedure suggested on page 129.

Suggested headings and words to write on the blackboard for word building are:

Add ing	<u>Add ly</u>	<u>Add y</u>	Add ed
swallow	particular	luck	smooth
gain	neighbor	rain	fix
flutter	certain	foam	earn
scratch	stubborn	Mill	press.

<u>Add er</u>	<u>Add</u> est
warm	sound
call	loud
tall	hard
photograph	great

INTERPRETATION OF MEANING

Sensing cause-and-effect relationships

Use after page 253. Ask the children to discuss these questions:

Why should the door of the wren house be placed six inches from the floor?

Why do wrens like a wide roof on their house?

Why was it a good idea for Mr. Tompkins to fasten the wren house in an apple tree?

Why should a bluebird house be easy to open?

Why did Mr. Tompkins fasten the bluebird house to a fence pole?

Why should a martin house have a porch around it?

Why should the door in a martin house be placed low?

Evaluating statements

Use after

Write on the blackboard the sentences below. Have the children page 253. decide whether or not each statement is true.

Wrens like small houses.

Most birds prefer a house which man has made.

Most birds like paint, particularly bright paint,

Birds are very particular about where they live.

Martins like to live in apartment houses.

Fach little room in a martin house should be about six feet square.

The door of a martin house should be two and one-half inches across.

It is important to make a pretty birdhouse.

Bluebirds eniov a house in the sun.

Wrens enjoy a house in the sun.

APPLICATION OF STUDY SKILLS

Recognizing number relationships

Guide the children in a discussion of the following problems: Bob had a board 4 feet long, 4 inches wide. What kind of birdhouse could he make from this board?

Paul went to the lumber yard to buy lumber for a martin house. The lumber was sold in pieces 4 feet long and 6 inches wide. How many of these pieces should Paul buy?

How wide should the children make the roof of the wren house in order to keep the rain from driving in the door?

Summarizing information

Guide the children in preparing three paragraphs: one summariz- Use after ing the information a person should have in order to build a birdhouse for a bluebird; another for a wren; and another for a martin.

page 253.

Use after

page 253.

*Following directions involving measurements

Write on the blackboard the paragraphs below. Ask the children to follow the directions.

Draw the floor of a wren house. The floor of a wren house is Use after four inches square.

page 253.

Draw the door of a wren house. The door should be round and one inch across.

Draw the door of a bluebird house. It should be round and one and one-half inches across.

Draw the floor of a martin house. It should be six inches square. A door in a martin house should be round and two and one-half inches across. Draw the door of a martin house.

Locating additional information

Use after page 253.

Have the children search through books at school, at home, and in the public library for additional information about birds. During a separate period let each child give an oral summary of the information he has found, or read selected paragraphs orally, supplementing with pictures if he desires.

READ AND Do, pages 78-79.

RELATED EXPERIENCES

The children may write an invitation to a member of the Audubon Society to talk to them about birds near the school.

Show them copies of Audubon's bird prints, having them notice how the coloring of each bird blends with its environment.

Any children who are interested in building birdhouses may draw plans. They may refer to the text and illustrations in their reader and elsewhere. If woodwork is a part of the curriculum the children may make their birdhouses at school; if not, they should be encouraged to make them at home.

SUGGESTED STORIES AND POEMS

To be read by the children

"Work That Is Play," page 188, Yesterday and Today, Silver Burdett Company, New York, 1939.

"How the Wren Family Moved," page 92, More Friends and Neighbors, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "Birds," by Ann Nolan Clark, In My Mother's House, The Viking Press, New York, 1942.

"Ben Flicker's Mistake," by Sara Cone Bryant, New Stories to Tell to Children, Houghton Mifflin Company, Boston, 1924.

"The Birdhouse of Lincoln Logs," by Christopher Morley, I Know a Secret, Doubleday, Page and Company, New York, 1927.

Poems: "Carpenters and Gardeners," by Dorothy Aldis, Before Things Happen, G. P. Putnam's Sons, New York, 1939.

"Wrens and Robins," by Christina Rossetti, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

The Woodpecker

PAGE 254

BUILDING BACKGROUND

Show the children colored pictures of woodpeckers in a bird book, if one is available. Ask the children to describe a woodpecker they have seen, and to tell where they saw it and what it was doing.

"You are going to read an interesting poem called 'The Wood-pecker.' It was written by Elizabeth Madox Roberts."

DEVELOPMENTAL READING

Word Development: "One interesting thing about poetry is that poets use just the right words to help us see pictures. One such word used by the poet who wrote 'The Woodpecker' is snuggle. This word means to nestle into some close place. Watch for it when I read the poem."

Page 254
snuggle

Reading: (254) "Here is an excellent picture of a woodpecker. How many colors does this woodpecker have? Where is he? What is he doing? Let's read the poem in which Elizabeth Madox Roberts tells us about a woodpecker she watched one day." Read the poem to the children orally while they read it silently.

Discussion: "What was the woodpecker's 'hood and collar of red'? Find them in the picture. What did Mrs. Roberts say that makes us see the lightning vividly?" Read the sentence about the lightning again, after a child has given it. "Did you notice the vivid way in which she described the thunder? Do you recall what she said?" Read the sentence about the thunder again. "Does anyone recall how she used the word snuggle?" Read the last sentence again.

REREADING

Different children may reread parts of the poem in response to such statements as: "Read the part that tells about the woodpecker's making a house. Read the part that tells about his head and his red hood. Read the three sentences that describe the storm. Read the part that tells how the woodpecker can use his house in the telephone pole during a storm."

ADDITIONAL READING ACTIVITIES

INTERPRETATION OF MEANING

Oral interpretation through choral reading

Use after

Divide the group into five sections. Each of the four parts asked page 254. for under REREADING may be read in verse choir by one of the groups The fifth group may be responsible for sound effects.

Comparing poetic expression of ideas with ordinary expressions

Use after page 254.

Read to the children the first expression below. Have them select the phrase or sentence in the poem which means almost the same thing. Have the children decide which is the more effective way of expressing the idea. Repeat with the other sentences.

He put out his head.

The feathers on his head and neck were red.

It was raining.

There was lightning in the sky.

The thunder made a big noise.

He could go back into his house.

APPRECIATION

Extending interest in poetry

Use after page 254.

Ask the children to find in the school library, at home, or in the public library simple poems about birds. Have each child prepare to read his poem to the group. He should practice reading his selected poem by himself until he can read it so well that others will enjoy it.

RELATED EXPERIENCES

The children may paint pictures to illustrate each of the four parts read by different groups as choral verse.

They may sing such songs as "Song of the Birds," page 145, New Music Horizons, Book III, by Osbourne McConathy, Silver Burdett Company, New York, 1944.

SUGGESTED POEM

To be read to the children

"The Woodpecker," by John Banister Tabb, Under the Tent of the Sky, compiled by John E. Brewton, The Macmillan Company, New York, 1937.

So Very, Very Tired

PAGES 255-264

BUILDING BACKGROUND

Ask the children to discuss their experiences in getting very, very tired of doing something.

"We are going to read a fanciful tale about an old woman who was very, very tired of keeping house."

DEVELOPMENTAL READING

Word Development: "The old woman and her husband had been contented for many years. The old woman had been happy scrubbing the floors, frying meat in her skillet, and doing other kinds of housework. But at the time this story opens she said, 'I refuse to work.' She didn't show any sense about the matter. Her husband was a bit afraid of her so he spoke shyly, and he promised to help carry out her plans."

Reading: (255-256) "Read the first two pages and find out what the old woman planned to do." (257) "What did the old man do with the furniture?" (258-259) "How did the old woman enjoy herself after she was rid of the furniture?" (260-264) "Find out how the old woman came to her senses."

Discussion: "Did the old man think his wife would ever be stubborn again? Then why was he well satisfied?" See also interpretation OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread the story for the purpose of selecting parts to portray through pantomime. (See APPRECIATION.)

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Reviewing ed as a separate syllable

"In this story we had two new words which ended with ed; leaked Use after and contented. In which of these words is ed a separate syllable? With what letter does content end? Is ed a separate syllable in handed? With what letter does hand end?"

Review this principle: When ed is added to a word ending in d or t, ed is pronounced as a separate syllable.

Pages 255-264 husband refuse *rid *bake sense *hench *leaked *heas contented shyly scrubbing skillet promised *leust

page 264.

Write on the blackboard the words below. Have the children pronounce each of the words and test the principle to see if it applies. flooded delighted scolded painted repeated mended roasted shouted reminded handed invited . auided

Reviewing four sounds of a

Use after Write on the blackboard the headings and words below. Have page 264. a different child read each word and write it under the appropriate heading.

Short \underline{a} a followed as in at by \underline{r} as in \underline{car} by \underline{w} or \underline{l} as in \underline{caw} , all Long a as in ate

> bake, learn, back, salt, came, sand, last, man, walk, hard, made, safe, wall, bark, claw

INTERPRETATION OF MEANING

Suggesting different endings for the story

Use after

Ask the children to suggest different endings for the story. Leading page 264. questions which may be used are: If the old man had persuaded his wife to go back to work, how might the story have ended? If he had thrown everything down the cliff, how might the story have ended? If it had not rained, how might the story have ended? If the old man had not gone to the village, how might the story have ended?

Recognizing words of opposite meaning

Use after page 264.

Write on the blackboard the pairs of sentences below. Ask the children to read the first sentence, then underline in the second sentence a word which means the opposite of the underlined word in the first sentence. Repeat with the other pairs of sentences.

The old woman told her husband that she was tired.

He was amazed at what his wife said.

"I refuse to cook and bake," she said. The old man did not promise to throw the things away.

Sadly the husband picked up the bench.

The old woman rested happily in the sunshine.

She was quite contented to do nothing. The old man managed to keep busy, but he was dissatisfied.

APPLICATION OF STUDY SKILLS

Dividing the story into sections and choosing subtitles

Guide the children in dividing the story into sections and stating Use after a subtitle for each. Write on the blackboard the subtitle which the page 264. children decide is the most appropriate for each section, as:

(255-256) Tired of Everything	(259260)	Trouble Begins
(257) Getting Rid of Things	(261 262)	Stove and Skillet
(958) No Work to Do	$(263 \cdot 264)$	Happy Onco More

APPRECIATION

Pantomiming changing attitudes

Guide a discussion concerning the changing attitudes of the old Use after woman: (1) bored and tired; (2) happy; (3) growing concern and despair; (4) happy again. Ask the children to discuss facial expression, posture, and gestures which would express each of these attitudes. Give different children a turn at pantomining some part of the story which lends itself to portrayal of one of these attitudes.

page 264.

READ AND Do, pages 80-82.

RELATED EXPERIENCE

The children may make cardboard puppers of the old man and woman, and tack them on sticks. These puppets may be used in dramatizing the story.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Proud Lady of Stavoren," page 232, Near and Far, Silver Burdett Company, New York, 1940.

"Be Careful What You Wish," page 148, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "The Fisherman and His Wife," by Mary D. Hodgkins, Told Under the Green Umbrella, The Macmillan Company, New York, 1930.

Poem: "The Nice Old Couple," by Dorothy Aldis, Before Things Happen, G. P. Putnam's Sons, New York, 1939.

SECTION VI

New Trails

ILLUSTRATION, PAGE 265

BUILDING BACKGROUND FOR THE SECTION

Have the children turn to the table of contents and read the title of the new group of stories, "New Trails." Ask them to discuss the title, and guide them to the conclusion that most of the stories in this section will be about new trails or roads over which people have traveled. Explain that some of the stories happened a long time ago, and that others are stories about modern times.

"Now turn to the opening picture of the section on page 265. Do you think this picture accompanies one of the modern stories or one of the stories of a long time ago? Where do you think these people are going? What do you suppose they have in the covered wagons? Are they passing over a well-traveled road? Why is this an appropriate opening picture for a section titled 'New Trails'?"

The Cardboard Box

PAGES 266-274

BUILDING BACKGROUND

Procure folders from travel bureaus or pictures from magazines which show the interiors of pullman cars. Show the pictures to the children and explain how a pullman bed is made up at night, how the curtains are suspended to insure privacy, what is done with the beds in the daytime, and the work of the porters.

"Turn to the picture on pages 266 and 267. Can you find the pullman car on this train? Who do you see in the windows of the pullman? The little girl is the main character in our new story. Do you think this story is about a modern trip or a trip of olden times? Why? In what state do you think this train is traveling? Why?" (Because of the oranges the children may suggest either Florida or California. If the former is suggested, call attention to the snow-covered mountains, explaining that there are no such mountains in Florida.) "Yes, this train is leaving California and it is headed toward the East. The little girl in the pullman is going to the city of Washington, the nation's capital."

DEVELOPMENTAL READING

Word Development: Barbara, the girl in the pullman car, has her ticket all ready to give to the conductor. She has a berth in the pullman, and the porter will make up her bed at night. Barbara has been staying with one of her grandmothers who lives on a ranch near the ocean. The grandmother keeps chickens and turkeys."

Reading: (267–268) "Barbara and the conductor had an interesting conversation. Find out what it was." (269) "What happened as soon as Barbara got into her berth?"

Discussion: "What does this mean: 'Barbara was trying to swallow the lump in her throat'? Why do you think she felt like crying?"

Word Development: "The rooster's name was Samuel. He was puzzled to find himself on the train. Barbara was frightened for a moment and took out her handkerchief because she thought she was going to cry. As you probably suspect, the worst is yet to come."

Reading: (270-272) "Read the next three pages and find out what a predicament Samuel got Barbara into." (273-274) "Read the rest of the story and find out how she got out of the predicament."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

Pages
267-269)
Barbara
*blinking
conductor
turkeys
*lap
ocean
porter
berth
*cord
*lid

Pages
270-274
Samuel
*grain
puzzled
moment
worst
*yesterday
handkeichief
*baggage

REREADING

The children may reread the story for the purpose of finding:
(a) all of the parts which indicate that Barbara was troubled or unhappy; (b) parts which indicate that she was happy, or at least felt better for a time. Have all of the children read silently until they come to such a part, then ask a child to read that part orally.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Recognizing compound words

The compound words below appear between pages 267–306. Review them according to some procedure previously suggested.

Use after page 274.

cardboard, snowsuit, overhead, overshoes, snowplow, sunburned, barefoot, appleseed, townspeople, Peppercorn, everyday, someday

Fusing context and phonics

Use after page 274.

With the sentences below use the procedure suggested for this topic on page 107.

One time when the train stopped, Barbara heard some sheep bleating.

Samuel was crowded because there was not much space in

his box.

Barbara had wanted to take a turkey, but her grandmother didn't have one to spare.

Do you think Samuel has given Barbara any trouble since she

got him to Washington?

Barbara's grandmother uses butter, eggs, sugar, and flour in her good cakes.

Barbara has a girl friend named **Betty**.

Testing all initial consonants, consonant blends, and speech sounds taught in the primary program

Use after page 274.

If the teacher wishes to test any children on the consonant elements taught in the third-year program, the procedures below are suggested.

Test 1, Initial consonants

Have the children number their papers from 1 through 19. Instruct them to write the first letter of the first word you pronounce beside 1, the first letter of the second word you pronounce beside 2, and so on. Pronounce each of the following words distinctly, not more than twice: gold, baby, moment, hope, joy, zoo, king, cake, parrot, yarn, dark, ladder, sailor, fence, turkey, wisdom, noble, velvet, ranch.

Test 2, Blends

Conduct this test in the same way as suggested above, except that the children should be directed to number their papers from 1 through 21, and should be instructed to write the first two or three letters of each word you pronounce according to the grouping below.

Initial blends of two letters: driver, trumpet, friendly, cross, grinned, praised, brook, flames, blaze, clover, sled, planned, sponge, stupid, sweep, snakes, smooth.

Initial blends of three letters: stream, scream, spring, throw.

Test 3, Speech sounds

Use the same procedure as suggested for Test 1, except that the children will number their papers from 1 through 7; and will be instructed to write the two letters which form the initial sound in each of the first group of words below, and the two letters which form the last sound in each of the words in the second group.

Initial speech sounds: shape, thick, wheel, chests, queen.

Final speech sounds: sack, hung, blink.

As an additional oral eheck, pronounce each of the words in any of the three tests and ask the children to give another word which begins with the same letter, consonant blend, or speech sound.

INTERPRETATION OF MEANING

Evaluating conclusions

Ask the children to decide whether the statements below are true. Use after or false. Have them support each decision by quoting from the story. page 2.74.

The conductor was a kind man.

Barbara was glad to leave her grandmother's ranch.

The train ran beside the ocean.

Samuel liked the trip on the train.

Samuel crowd softly.

The man with the cross voice was really a kind man.

Identifying action words

Write on the blackboard the sentences below. Ask the children Use after to read the first sentence and tell which word indicates action. page 274. Underline this word, then ask the children to discuss the way in which the action word helps them to get a better picture of what the character did. Repeat with the other sentences.

Barbara blinked her eyes.

"Turkeys chase you," said Barbara.

The porter lifted her bag.

Out popped the long neck of a rooster.

Samuel pecked at the grain.

Samuel closed his beak.

Barbara trembled all the time she was dressing.

She backed down the ladder.

*Recognizing homonyms

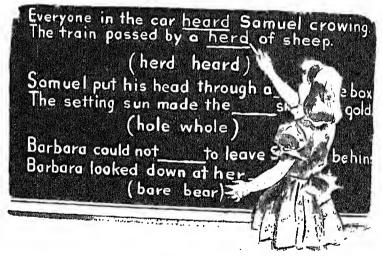
Use after page 274.

Write on the blackboard the sentences and words below. Ask the children to read each pair of sentences and tell you which of the two words in parentheses belongs in each sentence. Have the children take turns writing the correct word in each sentence.

Everyone in the car . . . Samuel crowing. The train passed close by a . . . of sheep. (herd, heard)

Samuel put his head through a . . . in the box. The setting sun made the . . . sky red and gold. (hole, whole)

Barbara could not . . . to leave Samuel behind. Barbara looked down at her . . . feet. (bear, bare)



APPLICATION OF STUDY SKILLS

Becoming acquainted with a map

Use after page 274.

If a relief map of the United States is available, bring it into the classroom and trace Barbara's trip for the children, starting from some point in Southern California and ending at Washington, D. C.

Reviewing alphabetical sequence

Have the alphabet written on the blackboard in two columns Use after of thirteen letters each. Then write on the blackboard the words Page 274. below. Ask who can first find a word to write opposite a. Have a child write the word where it belongs. Continue the procedure, calling the letters out in alphabetical sequence.

ielly, boy, train, easy, puppy, hills, umbrella, country, wise, zoo, necklace, department, ride, fur, lonely, valley, grain, mountain, yellow, iron, sweep, quite, ocean, age, kernel

APPRECIATION

Sensing changes in attitude

Guide the children in a discussion of the change which took place. Use after in Barbara's feelings during the story. Ask them to discuss the reasons Page 274for this change. In the same way guide a discussion of the changed attitude of the cross man.

READ AND Do, pages 83-84.

RELATED EXPERIENCES

The children may paint a frieze showing incidents in the story. They may sing travel songs, such as "On the Railroad Train," George S. Applegarth, New Music Horizons, Book III, page 14-4, Osbourne McConathy, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"Tinker's Adventures," page 3, Fun and Frolic, D. C. Heath and Company, Boston, 1942.

To be read to the children

Poems: "Trains," by James S. Tippett, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

"Red Rooster," by Hilda Conkling, Chimney Corner Poems, compiled by Veronica S. Hutchinson, Minton, Balch and Company, New York, 1929,

Snowbound

PAGES 275-283

BUILDING BACKGROUND

Ask the children to relate any experiences they have had in being marooned because of a snowstorm or heavy rain.

"Our next selection is about a family that was marooned by a snowstorm. It is a play called 'Snowbound.' Can you tell what Snowbound means?"

DEVELOPMENTAL READING

Pages 275-283 snowbound *Betty Wyoming preparing during weather *discovered sbare realize *bleating *intended *notice *flake *space *since *flour

Word Development: (Snowbound was developed while building background.) "The family in this play lived in the state of Wyoming. They were snowbound during the winter when the weather was very cold and snowy. The mother could not spare enough time to look at the snow because she was busy preparing dinner. When you read the play you will realize that the family had occasion to worry."

Reading: (275–283) "Before you begin reading, glance over these three pages. What do you notice that is different from the last story you read?" Discuss the format of the play. "Read the first paragraph on page 275 and find out who the people in the play are, and what the setting is. Read on through these first five pages and find out how the snowstorm had changed the appearance of the farm and how it had affected the animals." (280–281) "Find out how Father and Bill felt about the storm." (282–283) "Read about the rescue."

Discussion: "Did you enjoy having a story told in the form of a play? What do you like especially about this form of storytelling?" See also interpretation of meaning, application of study skills, and appreciation.

REREADING

After the children have followed the plot of the play through silent reading and discussion, they will enjoy reading the play orally in parts while pantomiming the action. Assignment of the character parts may be made in any way which will ensure opportunity for all the children in the group to participate. (Suggestions for producing the play are described under APPRECIATION.)

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing the suffix less

"You will recall that when we read 'Peggy and Her Master,' we were told that barges were helpless boats. Less was added to help to give the word a different meaning." Have the children contrast the meaning of helpful and helpless. "In our present story we have three new words which end with less: spotless, hopeless, endless." Ask the children to tell how the suffix less affects the meaning of these words. Have them add less to each of the words below, tell how the suffix changes the meaning, and use the word in a sentence.

Use after page 283.

sense shape worth

use sleep

meat

Testing vowel sounds and principles taught in the primary program

Test 1: Long and short vowels; vowels followed by r; a followed by l or w.

Use after page 283.

Write on the blackboard the headings below and have the children copy them on their papers.

long vowel short vowel vowel sound of a followed governed by r by l or w

Say, "I am going to pronounce several words. Some of them will contain a vowel with the long sound; some will contain a vowel with the short sound; some will contain a vowel with the sound governed by t; some will contain the sound that a has when followed by t or w. When I say a word, write it under the heading which indicates the sound of the vowel." Pronounce the words below, in each case telling the children which vowel they are to consider.

shape (a); jar (a); ride (i); sir (i); left (e); huge (u); caw (a); cry (y); last (a); jerk (e); we (e); lid (i); or (o); hum (u); no (o); burn (u); lacy (y); all (a); box (o)

Test 2: Two sounds of oo, ow, ou; the sound of oi and oy

Write on the blackboard the headings below, and ask the children to copy the headings on their papers.

Pronounce the words below, and have the children write each word under its appropriate heading according to the sound of the vowel combination which it contains.

how, cook, grow, pound, tool, bought, foot, mow, round, toy, now, thought, food, noise

Test 3: Applying vowel principles

Write on the blackboard and read to the children the principles below.

Principle 1: When there are two or more vowels in a syllable or a one-syllable word, the first vowel is usually long and the others are silent.

Principle 2: When a syllable or a one-syllable word contains a single vowel and ends with a consonant, the vowel is usually short.

Ask the children to write on their papers these headings:

Principle 1 Principle 2

Pronounce the words below and ask the children to write each word under the appropriate heading. They may refer freely to the principles which you have written on the blackboard, for this is an application rather than a memorization test.

paid, lad, Joe, take, pin, nose, bed, clean, fast, boat

INTERPRETATION OF MEANING

Determining settings and characters

Use after Discuss with the children the meaning of the terms *People* and Page 275. Setting as used at the beginning of the play. Have them scan these selections to determine the settings and characters: "The Cardboard Box," page 267; "Cats, Dogs, and Little Fishes," page 194; "The Forest Folk Build a House," page 203.

Interpreting phrases

Guide a discussion concerning the meaning of the word or phrase Use after underlined in each of the sentences below.

page 283.

It was the worst storm to hit Wyoming in years.

I have no time to spare.

The glare on the snow is terrible.

Con the snowplow manage the big hill?

The snow is pocked down now.

Sounds carry so far in winter.

Father had enough on his mind.

The snowplow is gaining.

*Selecting words of similar meaning

Write on the blackboard the words and sentences below. Have the Use after children find a synonym to substitute for each of the underlined page 280. words. In each case have them decide whether the substitution makes any change in the meaning of the sentence.

> found planned open sure

Betty discovered caves of snow under the pines.

father intended to go to town for a load of hav.

The road from the garage was clear.

Bill was certain that the snowplow was coming.

APPLICATION OF STUDY SKILLS

Dividing the play into sections and choosing subtitles

Guide the children in dividing the play into sections and stating. Use after a subtitle for each section. Write on the blackboard the subtitle page 283. which the children decide is the most appropriate for each section, as:

(Pages 275–279) Mother and Betty Go Out in the Snow

Bill Is Worried (Pages 280–281)

(Pages 282–283) The Snowplow Comes Through

Recalling detailed information

Have the children answer from memory the questions below.

Use after page 283.

How much snow fell in two days?

How many sheep were in the pens?

How is snow formed?

Becoming acquainted with a map

Use after page 283.

Have the children locate Wyoming on a map of the United States,

*Selecting regional characteristics

Use after Write on the blackboard the sentences below. Have the children page 283. select the statements which might refer to Wyoming.

There are large flocks of sheep.
The snowplows clear the roads in winter.
Lighthouses are needed.
Many sheep are out during storms.
Bananas grow on the trees.
The children never see snowflakes.

APPRECIATION

Producing a play

Use after page 283.

ł

Have the children plan a production of "Snowbound." They may make sketches of the dining room of the farmhouse, and choose one to use as a plan for the setting. Screens or chairs with wrapping paper stretched between may be used for the dining room walls.

READ AND Do, pages 85-86.

RELATED EXPERIENCE

Each child may paint a picture of his own home as it might look after a heavy snowfall.

SUGGESTED STORIES AND POEMS

To be read by the children

"Straw into Gold — A Play," page 205, Yesterday and Today, Silver Burdett Company, New York, 1939.

"Winter on the Farm," page 43, We Grow Up, The Macmillan Company, New York, 1939.

To be read to the children

Story: "The Snow Man," Red Indian Fairy Book, edited by Frances Jenkins Olcott, Houghton Mifflin Company, Boston, 1917.

Poem: "Snow in School Time," by Annette Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919.

Johnny Appleseed's Horse

PAGES 284-291

BIIILDING BACKGROUND

Post on the bulletin board pictures representing pioneer life, and place on the library table books about pioneer people.

"In the early days of our country most people lived in the East, but gradually they began to move into the Midwest to build homes and to develop farms. These early people who came to settle a new country were called settlers. There were few towns or farms or roads or even paths, and much of the country was covered with trees. There were many streams and almost no bridges, so people had to ford the streams; that is, they had to wade across them or ride across them on horsebaek. Fruit was very scarce in pioneer days for there were no orchards growing in this wilderness."

DEVELOPMENTAL READING

Word Development: (The new words orchards, ford, and settlers were developed while building background.) "In our new story James and Virginia are two children whose parents were settlers in the Midwest. One day these children saw hoofprints in the mud, and a little later they met an old man who wore ragged trousers. He had a huge leather bag. At one point in the story someone cries out in amazement." Have the children note that ment added to amaze makes the word say amazement. (See word recognition for development of the suffix ment.)

Reading: (284–285) "Look at the picture of James' and Virginia's home. Does the house seem to be located in well-developed farming country, or in the wilderness? Of what is it made? Why do you suppose it is made of logs instead of boards or brick? At the right, James and Virginia are following a blazed trail. Can you see the blaze on one of the trees? Read these pages and find out where the children are going." (286–287) "Read the next two pages and find out about the hoofprints." (287–291) "Read the rest of the story to find out about the interesting experience the children had."

Discussion: "Who left Whitie for the children? How did Johnny Appleseed happen to have Whitie?" See also interpretation of MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

Pages
284-291
* James
Virginia
farther
ford
hoofprints
* darted
*wore
ragged
trousers
* sack
orchards
leather
settlers

REREADING

The children may reread the story for the purpose of preparing a radio skit as suggested under APPRECIATION. They will need to divide the story into scenes; plan scenery and properties; decide upon characters, a narrator, and an announcer; and plan speeches,

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Developing the suffix ment

Use after page 291, "We read some time ago that there was a great deal of excilement when Mr. Tompkins put up the birdhouses. What suffix was added to excite to make it say excitement? We had another word in our story today which had been changed in the same way. Do you recall what it was?" Write amazement on the blackboard and discuss its form. Have the children add ment to each of the following words, then use the derived form in a sentence.

move enjoy judge ship manage

Fusing context and phonics

Use after With the sentences below use the procedure suggested for this page 291. topic on page 107.

Virginia's house was built of logs. Her father made the shingles for the roof.

Virginia's mother kept her dishes in a high, wooden <u>cupboard</u>. She kept her bedding in a large chest.

She mode stockings for the children out of warm yarn.

One day Father hitched old Whitie to a wagon.

Testing recognition of contractions taught in the primary program

Use after page 291.

Write on the blackboard the phrases below. Ask the children to write on their papers the abbreviated form, or contraction, for each phrase as indicated, and then to write a sentence using each contraction. Remind them about placement of apostrophes.

	Drop i from is	
there is	where is	that is
she is	he is	what is

Drop o from not

had not

is not have not are not

would not

Drop a from are

they are

we are

you gre

INTERPRETATION OF MEANING

Selecting the right definition for a word in context

Write on the blackboard the words below. Look up each word Use after in the dictionary and show the children how you use the alphabet page 291. to help you locate words. Read the several definitions of each word and have the children select the meaning used in this story.

banks (286) ford (286) trail (285) rich (289) blazes (285) right (287) short (288) patch (289)

*Recognizing cause-and-effect relationship

Write on the blackboard the phrases and incomplete sentences Use after below. Have the children read each sentence and select the appropriate ending.

James and Virginia did not go to school because it was too far.
they did not like school.
they were shy.

They did not lose their way because they knew the road. they followed the blazes. they could see the school.

James and Virginia were not frightened because there was no danger.
James had a club.
they were used to the forest.

James was able to find the ford because he saw someone crossing.
he saw hoofprints in the mud.
he followed the blazes.

APPLICATION OF STUDY SKILLS

Contrasting the present with the past

Use after Guide the children in a discussion of how life today differs from page 291. that of Johnny Appleseed's time.

Summarizing ideas in a story

Use after Guide a discussion in which the children summarize the adventures of Virginia and James. Then ask them to compose one or two paragraphs summarizing the main ideas of the story. Help them to differentiate between supporting details and main ideas.

APPRECIATION

Producing a radio skit

Use after Have the children plan and produce a radio skit of this story, page 291. Help them to make the characterizations vivid by discussing the descriptive portions of the text.

READ AND DO, pages 87-88.

RELATED EXPERIENCES

The children may use the summary paragraph suggested under APPLICATION OF STUDY SKILLS as the basis for a picture script.

They may sing such songs as "Pioneers," page 94, New Music Horizons, Book III, by Osbourne McConathy, Silver Burdett Company, New York, 1944.

SUGGESTED STORIES AND POEMS

To be read by the children

"The Old Barn," page 24, Friendly Village, Row, Peterson and Company, Evanston, Illinois, 1941.

"A Colonial School," page 226, Neighbors and Helpers, Lyons and Garnahan, Chicago, 1939.

To be read to the children

Story: "Wildhorse," by Mary Butt, Dancing Cloud, The Viking Press, New York, 1937.

Poem: "Susie the Milk Horse," by Dorothy Aldis, Before Things Happen, G. P. Putnam's Sons, New York, 1939.

Who Was Johnny Appleseed?

PAGES 292-294

BUILDING BACKGROUND

"In the previous story we read about the strange old man whom James' and Virginia's father called 'Johnny Appleseed.' Our next selection will tell who this old man really was and why he became a famous character in American history."

DEVELOPMENTAL READING

Word Development: "Johnny Appleseed's real name was Jonathan Chapman. He wandered barefoot through the wilderness and did not seem to mind the rocks and burrs. He often encountered Indians, but they were never known to attack him."

Reading: (292-294) "Read this selection and find out what Johnny Appleseed did in the wilderness, and why he will always be remembered."

Pages
292-294
Jonathan
Chapman
wilderness
burrs
*snakes
attack

Discussion: "What parts of the selection give proof of Jonathan Chapman's kindness? What proof of his thoughtfulness does the selection give? What makes you think that he was brave?" See also APPLICATION OF STUDY SKILLS.

REREADING

Have the children reread the selection for the purpose of choosing from each paragraph the sentence which gives the central idea or is the most important. Write each sentence on the blackboard. Have the children tell the reason for their choice.

ADDITIONAL READING ACTIVITIES WORD RECOGNITION

Testing knowledge of syllabication

Test 1: Recognizing one-, two-, and three-syllable words

Use after page 294.

Write on the blackboard the words below. Ask the children to copy the words on their papers, then draw one line under each one-syllable word or under the first syllable in a longer word, two lines under the second syllable in each two- or three-syllable word, and three lines under the third syllable in each three-syllable word.

Demonstrate in this way:

hat <u>prying</u> <u>yesterday</u>

sober, cart, blanket, rang, carpenter, Johnsonville, sad, center, spider, trip, important, bake, conductor

Test 2: Applying the principle of ed as a separate syllable

Write this principle on the blackboard: When ed is added to a word ending in t or d, it is pronounced as a separate syllable. Then write on the blackboard the words below. Ask the children to list those in which ed is sounded as a separate syllable.

walked, learned, planted, needed, returned, contented, called, forded, greeted, pushed, followed, marked, landed, lighted, handed, whacked, parted

APPLICATION OF STUDY SKILLS

*Organizing events in sequence

Use after Write on the blackboard the groups of phrases below. Ask the page 294. children to read the phrases in each group and decide in what order Jonathan Chapman would have done these things.

care for the trees
plant apple seeds
choose a spot in the wilderness
go to a village
learn that the Indians planned an attack
warn the settlers
give a horse to a family who needed it
take care of a horse
trade something for a horse

Becoming acquainted with the dictionary

Use after Page 294. Have the children define the words below, referring to the pictures and text of the story for information. After the children's definitions have been written on the blackboard, read to them dictionary definitions for these words and have the children check their own definitions for accuracy. Show them how use of the alphabet helps to locate each word.

wilderness, attack, orchard, settler, ford

Recoming acquainted with an encyclopedia

Bring into the classroom two or three volumes of encyclopedias, Use after one of which has C on the shelfback. Ask the children to help you page 294. select the volume which would give information about Ionathan Chapman. Find the biographical sketch and read it to the children-

Locating specific information

Write on the blackboard the titles below. Have the children Use after scan each story to determine how many years ago the action took page 294. place. Have them write this information after each title. Guide a discussion in which the children compare stories which took place at approximately the same time.

How Did Aunt Mary Know? (50 years ago) The Homemade Sled (100 years ago) Jack of Sunny Gap (50 years ago) The Corncob Doll (100 years ago) Josephus Makes a Deal (75–100 years ago) Who Was Johnny Appleseed? (100 years ago)

READ AND Do, pages 89-90.

RELATED EXPERIENCE

Let the children plant a tree on the schoolground or elsewhere. If this is not feasible, let them plant some apple seeds in a box.

SUGGESTED STORIES AND POEMS

To be read by the children

"West in a Covered Wagon," page 96, The Laidlaw Basic Readers, Book III, Laidlaw Brothers, Inc., Chicago, 1949.

"The Birthday Present," page 196, More Friends and Neighbors. Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Story: "Apple-Seed John," by Caroline S. Bailey, Everyday Stories, Milton Bradley Company, Springfield, Massachusetts, 1920.

Poem: "Johnnie Appleseed's Old Age," by Vachel Lindsay, Johnnie Appleseed and Other Poems, The Macmillan Company, New York, 1928.

PAGES 295-302

BUILDING BACKGROUND

The children will need to have the following background information in order to interpret this story to best advantage.

"After the Middle West was fairly well settled, people began pushing on still farther west. Many of these people wanted to go clear to the Pacific Coast. It was a long, long way across the country and in those times there were no cross-country trains or automobiles; in fact there were not even roads. So a family who wanted to go to the Far West built a covered wagon with a canvas top, packed as many of its household goods as the small amount of space would accommodate, and started out. Usually the covered wagons were drawn by oxen and driven by the women and children. The men usually rode beside the wagons on horseback in order to protect the women and children from wild animals and attacks by Indians."

Ask the children to look again at the picture on page 265.

"Our next story is about a family that was just starting on such a trip."

DEVELOPMENTAL READING

Word Development: "John and Maggie are the two children about whom we'll read in this new story. There is someone else in the story by the name of Thimble, but I won't tell you who that is. When the Smith family was finally ready to start on the trip west, they hitched oxen to their covered wagon, and Maggie's mother held the reins just as the woman in the picture is doing. We'll read the story immediately."

Reading: (295-297) "Read the first three pages and find out what one thing John and Maggie cach chose to take on the trip." (298) "What was the decision in regard to taking Thimble?" (299-300) "Read how the family started out on their trip." (301-302) "Finish the story and find out about the big surprise."

Discussion: "What is a saddlehorn? How do you think Maggie took care of Thimble on the trip across the country?" See also INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

Pages
295-302
Thimble
Maggie
*Shep
*yarn
immediately
*sharp
*Noble
hitched
finally
reins

REREADING

Have the children try to recall the main events of the story in the exact order in which they happened. List on the blackboard short sentences describing the events as the children give them. Have the story reread for the purpose of verifying and adding to the list. The list may be somewhat as follows:

The family gathered to decide what to take on the trip.

John decided to take Shep; Maggie decided to take Thimble.

Father decided that Maggie could not take Thimble.

The family prepared for the trip.

Thimble could not be found.

They began their trip.

Thimble was discovered under Noble's saddle horn.

Father decided to take Thimble along.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Testing variant forms and principles taught in primary program

Test 1: Simple variant forms

Use after page 302.

Write on the blackboard the headings and words below. Ask the children to copy the words and add endings as indicated. In doubtful cases, ask the children to read orally the words they made.

Adding	Add ed	Add es	Add or	Add est	Add y	Add ly
_	,			loud	-	
				sound	luck	cross
fix	mark	wish	fast	bard	foam	late

Test 2: Dropping final e

Write on the blackboard the headings and words below. Read this principle to the children: A silent e at the end of a word is usually dropped when ing, er, est, ed, or y is added. Ask them to show how well they can apply this principle by writing on their papers the words in their changed forms.

Add ing	Add er	Add ed	Add est	Add y
bake	close	arrive	late	shade
change	larg e	glare	fine	lace
waste	fine	twinkle	nice	noise

Test 3: Doubling the final consonant

Use the procedure suggested for Test 2. The principle to be read is: When a word ends in a single consonant which follows a single vowel, the final consonant is usually doubled when ing, ed, er, est, or y is added.

<u>Add ing</u>	Add ed	Add er	Add_est	<u>Add</u> y
snap	sop	run	big	Tom
set	grab	big	sad	fur
rub	scrub.	plan	fat	sun

Test 4: Changing y to i

Use the procedure suggested for Test 2. Read this principle: When a word ends in y following a consonant, the y is usually changed to i when ed, es, est, or ly is added.

Add ed	Add es	Add est	Add ly
hurry	baby	happy	easy
marry	puppy	merry	happy
pry	fly	greedy	angry

INTERPRETATION OF MEANING

*Recognizing homonyms

Use after page 300.

Write on the blackboard the sentences and words below. Ask the children to read each pair of sentences and tell you which of the two words in parentheses belongs in each sentence. Have the children take turns writing the correct word in each sentence.

Father and Mother . . . plans for their trip West. Father said, "You must help Mother, my little' (maid, made)

John . . . that Maggie loved Thimble.
She wanted to take her kitten to the . . . home.
(knew, new)

Maggie said, "Thimble likes to stay inside when it"

Father hitched the oxen to the wagon and gave the . . . to
Mother.

(reins, rains)

A yellow . . . grew by the side of the road. "We will need . . . to make bread," said Father. (flour, flower)

*Supplying words of multiple meaning

Write on the blackboard the sentences below. Have the children Use after find in the first sentence a word which could be used in the second page 302. sentence with a different meaning. Discuss the two meanings of the word. Use the same procedure with the other pairs of sentences.

Toniaht it was the children's turn to make plans.

"We cannot . . . back now," said Father.

Johnny Appleseed had never seen a circus or a moving picture. Shep wagged his tail to . . . that he was happy.

Thimble climbed up the rope and fell into the well.

Thimble was never sick; he was always strong and

Father had taught Noble to stand still while the reins were on the around.

Maggie knew Thimble was a bother, but . . . she loved him.

APPLICATION OF STUDY SKILLS

Summarizing ideas in a story

Guide the children in composing a paragraph summarizing the Use after main ideas of the story. After the summary paragraph has been page 302. written on the blackboard, have the children suggest subordinate ideas and elassify them under the main ideas expressed in the paragraph. *

APPRECIATION

Comparing story situations with personal experiences

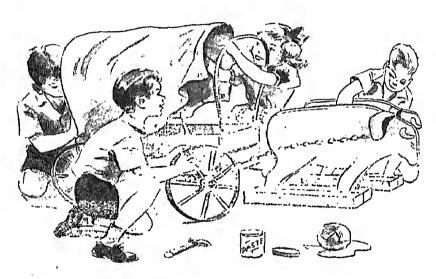
Give each child an opportunity to tell what he would take with Use after him on a long trip if he could choose only one thing; and how he page 302. would feel if he were not allowed to take this one thing.

Read and Do, pages 91-92.

RELATED EXPERIENCES

Show the children moving pictures of covered wagon caravans, if such pictures are available.

They may make a large covered wagon for use in dramatic play. Reeds should be soaked in water overnight, shaped to form the support for the cover, and stapled to a wooden box. The cover may be made of unbleached muslin. The box and cover may then be placed on two pairs of old wagon wheels. The oxen may be made from sheets of cardboard and each one mounted on a piece of half-inch wood in which a cut has been made with a saw.



SUGGESTED STORIES AND POEMS

To be read by the children

"Your Cat," page 72, Busy World, Allyn and Bacon, Boston, 1940. "The Department Store Kitten," page 37, More Streets and Roads, Scott, Foresman and Company, Chicago, 1941.

To be read to the children

Stories: "The Scheming Kitten," by Christopher Morley, I Know a Secret, Doubleday, Page and Company, New York, 1927.

"Selling Timothy Titus," by Caroline S. Bailey, Everyday Stories, Milton Bradley Company, Springfield, Massachusetts, 1920.

Poem: "Dirge for a Righteous Kitten," by Vachel Lindsay, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1938.

Mr. Peppercorn Has an Idea

PAGES 303-313

BUILDING BACKGROUND

"Did you ever have an idea about something to do, and you could hardly wait to start?" Have the children relate a few such experiences. "Our next story is about an idea which Mr. Peppercorn had. We'll soon find out who Mr. Peppercorn was."

DEVELOPMENTAL READING

Word Development: "This is a fanciful story, as you will see when you read that Mr. Peppercorn tore the shingles off his house and did other mysterious things."

303-313
*chests
*oupboards
mysterious
shingles
*boom

Pages

Reading: (303) "Find out who Mr. Peppercorn was and what the children heard him doing." (304-305) "What happened as soon as Mr. Peppercorn had his idea?" (306-308) "Read the next three pages to see how the mystery grew as Mr. Peppercorn worked on." (309-313) "Read the rest of the story and find out what Mr. Peppercorn's idea was."

Discussion: See INTERPRETATION OF MEANING, APPLICATION OF STUDY SKILLS, and APPRECIATION.

REREADING

The children may reread this story orally for their own enjoyment. The cadence of the language used in describing Mr. Peppercorn's activities, the refrain, the sound words, and the different eurotions expressed in the characters' speeches all make this an especially appropriate selection for oral interpretation.

ADDITIONAL READING ACTIVITIES

WORD RECOGNITION

Testing knowledge of prefixes and suffixes taught in the third year program

Write on the blackboard the headings and words below. Have the children write the word listed under each heading, adding the prefix or suffix as indicated. Then have them write a sentence using each word in its changed form.

Use after page 313.

Prefixes

Add a Add re Add be Add un Add dis ground turn side hooked appeared

Suffixes

Add ful Add en Add less Add ness Add ment joy sharp hope shy content

INTERPRETATION OF MEANING

Sensing implications relevant to the main theme of the story

Use after page 313.

Ask the children to discuss these questions: Was Mr. Peppercorn a good workman? Why do you think so? Was it unusual for Mr. Peppercorn to close his shop? Why do you think so? How long did it take him to build his boat? Why did the children like Mr. Peppercorn? Was he happier after he had finished his boat? Why?

*Selecting a definition in terms of context

Use after Write on the blackboard the definitions and sentences below, page 313. Have each child copy the sentences and beneath each one write the meaning of the underlined word.

Boom may mean; a lifting arm on a derrick a loud noise

The boom swung out over the house.
"Boom! Boom!" went the derrick down the street.

Shop may mean: to buy goods

a store

a place in which to make or fix things

Mr. Peppercorn was tearing off the shingles from the roof of his shop.

Next to Mr. Peppercorn's place was a candy shop. Peter liked to shop for his mother.

*Recognizing word relationships

Use after Write on the blackboard the two groups of words below. Ask the page 313. children to select from the first group a word to write in the blank

space at the end of each line in the second group. The correct word will be one which belongs to the same general elassification as the other words in the line.

board, trousers, forest, chest, buggy, cord, wren. saddle, floor, dimes, beans, cider

cupboard, toble, chair, desk, . . . harness, reins, . . . rope, yarn, string, . . . sweater, hat, coot, . . . roof, wall, cellar, window, . . . lemonade, coffee, tea, . . . carrots, lettuce, peas, . . . shingle, beam, . . . bluebird, martin, crow, . . . archards, woods, . . . dollars, pennies, nickels, . . . corriage, wogon, . . .

APPLICATION OF STUDY SKILLS

*Organizing story events in sequence

Write on the blackboard statements of incidents as indicated Use after below. Have the children rewrite them, organizing the incidents in page 300. the order in which they took place in the story.

Mr. Peppercorn opened the door and smiled a mysterious smile. (4)

One bright spring morning he came out of his shop. (7)

Mr. Peppercorn mode a sign, CLOSED FOR BUSINESS. (2)

Mr. Peppercorn became tired of building everyday things. (1)

The children stopped in front of his shop. (3)

The children asked him what he was making. (5)

Down came the sign, CLOSED FOR BUSINESS. (8)

He promised that when his secret was done the children could see it. (6)

Using the table of contents

Have the children read the titles of the six sections. Guide them in Use after a discussion concerning the appropriateness of each title. Read the page 313. titles below, and have them find the page number on which caeh story can be found. Encourage them to look first for the section in which the story may be found, then for the title of the story.

"Building Birdhouses"; "Thimble"; "Who Has Seen the Wind?"; "Sally's Surprise"; "When the River Went Wild"; "Cats, Dogs, and Little Fishes."

APPRECIATION

Recognizing emotions of characters

Use after

Ask the questions below. After asking each question, write on the page 313. blackboard the three words following it. Let the children decide which word best answers the question.

> How do you think the children felt when Mr. Peppercorn did not invite them in? (disappointed, happy, excited)

> How do you think the children felt when they saw Mr. Peppercorn tearing off the shingles? (glad, amazed, angry)

> How do you think Mr. Peppercorn felt when his boat was finished? (contented, sorry, safe)

> How do you think the children felt as they went up and down the river on the funny boat? (shy, merry, lonely)

READ AND Do, pages 93-94.

RELATED EXPERIENCE

The children may print the verse below on a large piece of draw. ing paper, substituting drawings for the nouns.

> Tables and chairs, Chests and stairs, Benches and floors, Cupboards and doors.

SUGGESTED STORIES AND POEMS

To be read by the children

"Mr. Timothy's Boat Yard," page 101, Fun and Frolic, D. C. Heath and Company, Boston, 1942.

"Half a Boat Ride," page 29, Near and Far, Silver Burdett Company, New York, 1940.

To be read to the children

Story: "The Cobbler's Tale," by Elizabeth Jones, Told Under the Magic Umbrella, The Macmillan Company, New York, 1939.

Poem: "It's Fun to Have a Secret," by Annette Wynne, For Days and Days, Frederick A. Stokes Company, New York, 1919

Pals

PAGES 314-315

BUILDING BACKGROUND

Ask the children to tell about their puppies or dogs, and describe ways in which they play together.

"We're going to read a poem about Jack and his dog Pal. The name of the poem is Pals. Why do you think the poem is called 'Pals'?"

DEVELOPMENTAL READING

Reading: (314-315) "The first stanza tells who Jack and Pal were and where they lived. Read it to yourselves. Who would like to read this stanza aloud?" Continue in the same way until each stanza in the poem has been read. Motivating questions or statements to use for the other seven stanzas are: (2) "The next stanza gives a description of Pal. How did he look?" (3) "How did Jack and Pal play together?" (4) "Where did Jack think he wanted to go?" (5) "What was he planning to do in the city?" (6) "What did his mother say to this plan?" (7) "What else did she say?" (8) "What did Jack finally decide to do?"

Discussion: "What do you think caused Jack to change his mind about going to the city? Do you think his decision was wise?"

REREADING

The children may reread the poem in parts. One child may read the narrative parts, another may read Jack's speeches, and another may read Mother's speeches. Repeat as many times as the children enjoy this procedure and time permits.

ADDITIONAL READING ACTIVITIES INTERPRETATION OF MEANING

Contrasting city and country life

Have the children enumerate the desirable things about country Use after life mentioned in the poem. Then have them enumerate the desirable page 315. things about city life. Give each child an opportunity to add to the lists from his own experience. Then have each child tell where he would prefer to live and why.

APPRECIATION

Relating a poem to personal experiences

Use after Each child may tell of something he does at home which he would page 315. miss very much if he went away from home.

Recognizing the mood of the poem

Use after Guide the children in recognizing the happy mood of the poem, page 315. Each child may read a line that illustrates this mood.

READ AND Do, pages 95-96.

RELATED EXPERIENCES

The children may cut from magazines pictures representing town life and others representing country life. Let them make two scrapbooks, one entitled *Country Life* and the other *City Life*. They may then paste their pictures in the appropriate scrapbooks.

Encourage the children to compose short poems about their pets.

SUGGESTED POEMS

To be read to the children

"Puppy and I," by A. A. Milne, When We Were Very Young, E. P. Dutton and Company, Inc., New York, 1931.

"Familiar Friends," by James S. Tippett, Sung Under the Silver Umbrella, The Macmillan Company, New York, 1939.

Chart of Reading Skills

This chart lists the reading skills developed and maintained during the second half of the third-year program. Specific procedures for teaching these skills are suggested under the headings word recognition, interpretation of meaning, application of study skills, and appreciation on the Guide pages indicated below in parentheses.

WORD RECOGNITION

Phonics

Reviews initial consonants (28, 107, 174); final consonants (41); long and short vowels (58, 170, 179); initial sh, ch, th, wh (44, 99, 174); initial qu (99, 174); final sh, ch, th (67, 139, 174); final ck, nk, ng (67, 139); dr, fr, tr, br, cr, fr, gr (36, 72, 174); sm, sn, sw, st, sp (41, 112, 174); cl, sl, fl, bl, pl (32, 139, 174); spr, str, thr (99, 150, 174); oa, ai, ay, ea (10, 103); two sounds of ov (82, 126, 179); two sounds of ow (82, 126, 179); hard and soft c and g (93, 122); silent letters (53, 77, 78); sounds of oi and oy (126, 149, 179).

Learns the new sound of initial ser (99, 150, 174).

Learns the new sounds of a, e, i, o, u when followed by r (66, 94, 163, 170, 179).

Learns the sound of a followed by l or w (87, 170, 179).

Learns the two sounds of ou (159, 179).

Blends the above elements with other letters or letter combinations to build new words (28, 33, 36, 41, 45, 67, 87, 99, 100, 108, 113, 126, 139, 150, 159).

Applies the results of word-building activities in attacking new words (12, 33, 37, 41, 45, 67, 87, 126, 159).

Uses context clues to check application of phonics and phonics to check context clues (11, 94, 107, 150, 160, 174, 184).

Reviews these principles: (1) When a word contains two vowels, one of which is final e, the first vowel is usually long and the final e is silent (53, 103, 145, 180); (2) When two vowels occur together in a word, the first vowel is usually long, and the second is usually silent (11, 53, 77, 103, 145, 180).

Learns these new principles: (1) When c or g is followed by e, i, or

¹ Skills introduced during the first and second grades and during the first half of the third grade are continued.

y, it usually has the soft sound (93, 122); (2) When there is only one vowel in a one-syllable word, it is usually short unless it is at the end (71, 103, 180).

Word structure

Builds new compound words made by combining two known words (7, 9, 51, 83, 117, 173).

Recognizes new hyphenated words (37, 87).

Reviews variant forms of known words made by adding d, ed, ing, y, ly, er, est (20, 27, 129, 160, 164, 191).

Recognizes new variant forms made by adding ful (111, 155, 196); by adding ness (117, 155, 196); by adding en (154, 196); by adding less (179, 196); by adding ment (184, 194).

Reviews variant forms made by prefixing a, re, be (52, 155, 196). Recognizes new variant forms made by prefixing un (51, 155, 196); dis (121, 155, 196).

Reviews contractions made by dropping *i* from *is* (54, 133, 184). Recognizes new types of contractions made by dropping *o* from not (22, 54, 133, 185); and *a* from are (133, 146, 185).

Reviews this principle: A silent e at the end of a word is usually dropped before ing, ed, er, or est is added (32, 126, 149, 191).

Learns these new principles: (1) When a word ends in a single consonant following a single vowel, the final consonant is usually doubled before ing, ed, er, or y is added (21, 27, 60, 107, 160, 192); (2) When a word ends in y following a consonant, the y is usually changed to i before ed, es, est, or ly is added (77, 112, 122, 192).

Converts variant forms to stem words (106, 112).

Discriminates between words similar in configuration (155).

Syllabication

Distinguishes between one-, two-, and three-syllable words (58, 71, 77, 82, 103, 117, 129, 144, 169, 187).

Learns these principles of syllabication: (1) When ed is added to a word ending in d or t, the ed is pronounced as a separate syllable (103, 129, 169, 188); (2) When a syllable contains a single vowel and ends with a consonant, the vowel is usually short (71, 103, 145, 180).

INTERPRETATION OF MEANING

Interpretation of content

Interprets meaning of phrases and sentences as used in a given context (14, 22, 38, 122, 126, 161, 181).

Identifies major thought units and supporting details (84, 118, 186, 193).

Senses implications relevant to the main theme of a story (100, 130, 161, 196).

Senses cause-and-effect relationships (29, 83, 151, 161, 164, 185). Senses broader meanings of facts and ideas (38, 113, 129, 146). Identifies relationships between characters and their actions (94, 139, 152).

Interprets regional settings through illustrations (109).

Extends story interpretations (104, 146, 164, 170, 175, 199).

Interprets through choral reading (91, 133, 136, 168).

Interpretation of word meanings

Interprets the meaning of specific words as used in a given context (38, 122, 126, 180, 181).

Enriches and extends word meanings (29, 54, 67, 118).

Interprets words of multiple meanings (83, 193).

Interprets words of similar meaning (33, 109, 160, 168, 181).

Interprets words of opposite meaning (78, 104, 123, 156, 170).

Interprets homonyms (72, 118, 176, 192).

Detects irrelevant words in a given classification (22, 60).

Recognizes word relationships (62, 88, 146, 196).

Selects an appropriate definition for a word in context (45, 54, 113, 185, 196).

Identifies and interprets words that describe (54, 156, 168).

Identifies action words and sound words (75, 140, 175).

Interprets hyphenated words (37, 87).

APPLICATION OF STUDY SKILLS

Selection and evaluation

Chooses a subtitle for each part of a selection (78, 95, 140, 157, 171, 181).

Compares stories in regard to characters and geographical characteristics (114, 157, 186).

Finds specific details in an illustration or map (63, 88, 176, 182). Selects pertinent passages of information to help in solving a specific problem (96, 152, 165).

Discriminates between true and false statements (34, 130, 164, 175, 182).

Organization

Organizes words or story incidents in sequence (38, 42, 127, 156, 188, 197).

Classifies items under a specific heading (23, 68, 124, 140, 193). Learns sequence of letters in the alphabet (72, 95, 130, 133, 146, 177).

Organizes activities in terms of time periods (124).

Summarizing and drawing conclusions

Formulates summarizing sentences (34, 55, 84, 140, 152, 157). Formulates summarizing paragraphs (152, 165, 186, 193). Draws conclusions from details or ideas (52, 100, 129, 165, 186).

Locating information

Uses tables of contents (79, 114, 115, 141, 197).

Searches in libraries for additional information (30, 63, 88, 96, 161, 166).

Finds informative details in pictures, maps, and stories (63, 176, 182, 189).

Becomes acquainted with the encyclopedia and dictionary (89, 100, 119, 188, 189).

Retention

Recalls story details for different purposes (88, 104, 161, 181). Checks retention of facts and details (15, 63, 161).

Following directions

Follows printed directions for drawing a picture or a map based on story content (38, 60, 152, 165).

APPRECIATION

Increasing appreciation

Identifies himself with story characters (48, 193, 200).

Discusses traits and attitudes of characters (85, 147, 157, 162, 171, 177).

Identifies story ideas with life situations (63, 68, 193).

Discusses emotions of characters (23, 61, 105, 198).

Discusses the mood of selected passages (55, 200).

Becomes aware of the function of descriptive words in making vivid word pictures (75, 96, 153, 186).

Visualizes descriptive passages as word pictures (75, 96, 153).

Recognizes fables, legends, and fairy tales as types of literature (42, 114).

Engages in illustration, dramatization, pantomime, and choral speaking based on reader content (39, 46, 79, 110, 124, 137, 141, 171, 182, 186).

Extending reading interests

Reads or recites stories or poems from other books (48, 96, 114, 166, 168).

Uses classroom, school, and public libraries (30, 42, 88, 96, 161, 166, 168).

Becomes aware of the value of reference books (30, 34, 63, 89, 100, 119, 161, 189).

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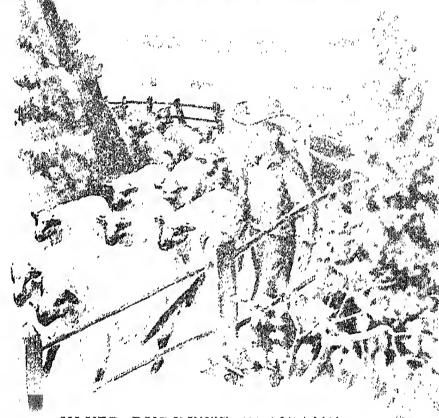
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Over Hill and Plain



SILVER BURDETT COMPANY

NEW YORK + CHICAGO + DALLAS + SAN FRANCISCO

SECOND SEMESTER BOOK

Learning to Read

A BASIC READING PROGRAM

BY

NILA BANTON SMITH, Director of Instruction The Reading Institute, New York University

OVER HILL AND PLAIN

Illustrations by
George and Doris Hauman
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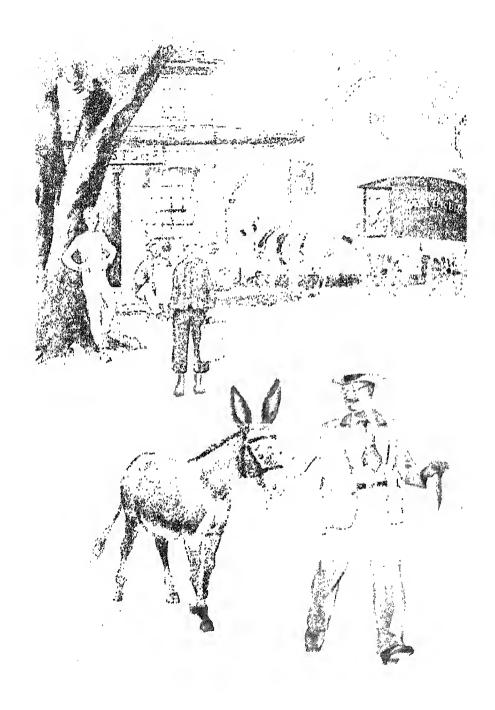
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The Strange and Wonderful Donkey

Mr. Walker often brought home strange and wonderful things. But this was the strangest and most wonderful.

This was a funny, sober little donkey. And here is how it all happened.

You see, Mr. Walker kept the village store. Sometimes people could not pay their bills in money. Then they paid him with other things, like eggs, or stovewood, or by doing the laundry for Mrs. Walker.

But this time someone had given him the funny little donkey.

Mr. Walker led the donkey home. All the children of the village ran out to look.

They followed along after Mr. Walker and the donkey, shouting and laughing as they went.



Everybody was excited except the sober little donkey. He walked straight ahead, paying no attention to anyone.

When the five Walker children saw the procession coming, they ran to meet it.

"Oh, what is it, Father?" shouted Jean Walker, who was only five. "Is it for us?"

"It's a donkey, and of course it's for us," said Tom. He spoke as if his father brought a sober little donkey to them every day. "Somebody paid his bill, that's all."

Tom was four years older than Jean and he knew a lot.



As soon as the donkey walked into the yard, he went straight to a fine patch of pink clover and began eating. He paid no attention to anyone.

The children stood in a ring around him saying, "Look at his long thin ears. Look at his long thin tail."

"Look at the bunch of hair at the end of his tail," shouted Bert, who was eight years old. "It looks like a paint brush tied on for a joke. He surely is a queer beast. Let's call him that."

"Oh, no," said Ellen, who was ten. "How would you like being called Queer Beast? Let's call him Strange and Wonderful."

No one said anything about riding the donkey. Somehow or other everyone felt a little afraid even to touch him.

That is, everyone but Susan. She was only three and had never learned about being afraid. She ran up to the donkey and patted his leg.

"I want to ride him!" she said.



"The man told me he was safe even for a baby," said Mr. Walker. He lifted Susan onto the donkey. Slowly the donkey moved to another patch of clover.

"Nice ride," said Susan. "Good donkey!"

Then Ellen and Jean wanted to ride, too. Mr. Walker lifted them up behind Susan.

The donkey stopped eating long enough to walk quickly around the yard. The girls had a grand ride.

"Now it's our turn," said Tom.

"Let's ride faster than the girls," said Bert. "We'll make him trot."

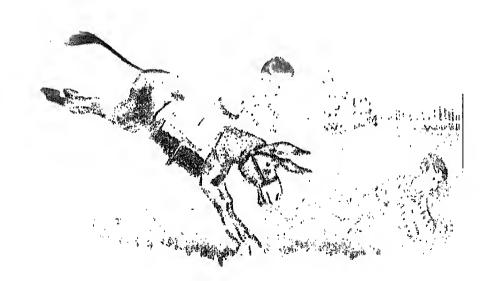
Bert and Tom tried to lead the donkey over to the fence so that they could get on him. But the donkey would not move. "Come on, Queer Beast," said Bert. "Give us a ride."

The donkey bit off a mouthful of clover. "Come on, Old Sober-Sides," said Tom. The donkey just stood still and ate.

"He is not very tall," said Bert. "We can climb on." He pulled himself up on the donkey's back. Tom climbed on, too.

The donkey looked around at the boys. His lips curled back over his teeth in an impolite grin. Then he started off.

"Go faster," shouted Tom, kicking the donkey lightly. The donkey began to trot. What fun the boys were having!

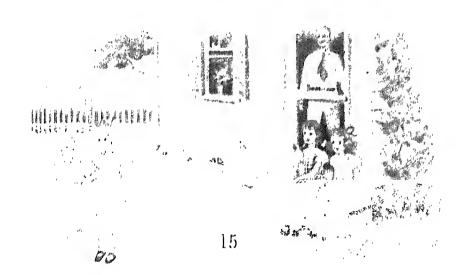


Suddenly the donkey stopped short. He threw his head down and his heels up. Off flew the boys right into the middle of a patch of clover.

The donkey curled his lips back in that impolite grin. Then he pulled a mouthful of clover.

"Ellen is right," said Jean. "I believe he does not like being called Queer Beast or Old Sober-Sides. Shall we call him Strange and Wonderful after all?"

"We could call him Tricky," said Ellen.
"Tricky is the right name," everybody shouted. And it was, as you will see.





The Boys Try to Ride

After the donkey came, Ellen and Jean rode him whenever they went to the village.

Susan often rode him around the yard for half the morning.

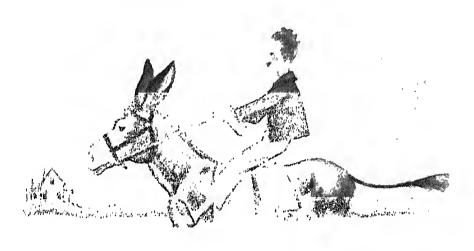
Tricky never threw his head down and his heels up when the girls rode him. But when one of the boys got on, sooner or later the donkey would throw him off.

One morning Tom decided to make a fresh start. He fed and watered Tricky and gave him a good brushing. All the time he kept saying, "Nice Tricky, good Tricky." Then Tom got on and rode away.

"Tricky is all right now," he called. "I know how to handle him."

Sure enough! Nice, good Tricky trotted off. He jolted Tom a lot. But of course, Tricky meant well.

The jolting did not bother Tom. How he wished someone could see him riding Tricky two miles away from home!



Suddenly, down went Tricky's head and up flew his heels. Then he turned and trotted home alone. When Tom got up, he could hardly walk.

A few days later Bert said to Tom, "I understand Tricky now. He is careful when Susan is on him, because she is little and she is a girl. Tricky knows he must take care of her.

"But we are big and we are boys. He thinks we can take care of ourselves."

"Well, maybe that's it," said Tom.

Bert went on, "Tricky would be all right if we rode him and carried something."

Then Bert cried, "I have it. We'll ride him when we take the pail of buttermilk to Mrs. Strong's boarding house."

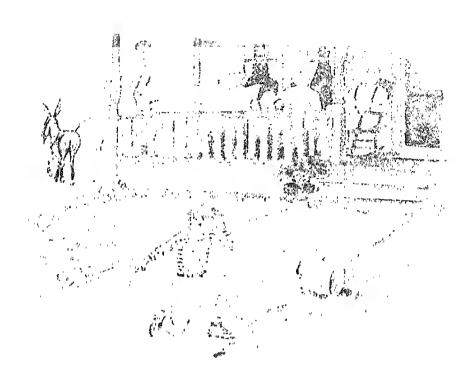
"You are the one who understands him," said Tom. "You take it. You ride him."

"All right, I will!" said Bert.

He jumped on Tricky. Tom handed him a big pail of buttermilk.

Tricky curled his lip a little when he saw the pail. Then he walked off slowly.

Jean laughed. "Look at him lifting his feet so carefully," she said. "He looks like someone in a show."

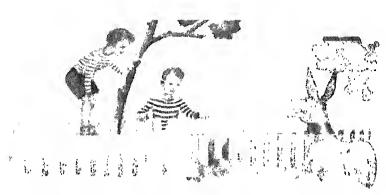


Bert and Tricky came to the boarding house. A row of men were sitting on the porch, waiting for supper.

Then stubborn Tricky dropped his head and kicked up his heels.

When Bert got up he was as white as a circus clown. He was covered with sticky buttermilk.

He just stood there and mopped the buttermilk out of his eyes.



Enough is enough. Tom and Bert had reached the point where they would not even talk about Tricky.

But somehow they couldn't help liking the stubborn little beast.

One day Mrs. Walker said, "I think we should sell Tricky and get a pony that all the children can ride."

"Yes, that would be fair. The boys have tried hard," said Mr. Walker.

So it was decided that Tricky should go.

When the day came to send Tricky away, they went to the stockyard to see him off. The three girls rode Tricky. Mr. Walker and the boys walked behind them.

No one talked much. Once Jean said, "Do you remember when Father brought him home?" Yes, everyone remembered.

At last they reached the stockyard and walked over to the train. Mr. Walker tried to lead Tricky up the runway into a car. But Tricky would not go.

The men at the stockyard tried, one at a time. Then they all tried together.

Tricky would not move.

"Pull his ear!" called one of the men.
"I have heard that makes a donkey move."

But pulling Tricky's ear did not help.

Another man thought of blindfolding the donkey and leading him up the runway.

Tricky stood stock-still and showed his teeth. He would not be pushed or pulled up the runway.





Broken Bill's Gift

"Caw! Caw! Caw!" Old Broken Bill, a black crow, was sitting on top of the tall pine tree. He was calling to the other crows.

"Caw! Caw! Caw!" The sky was spotted with birds flying round and round.

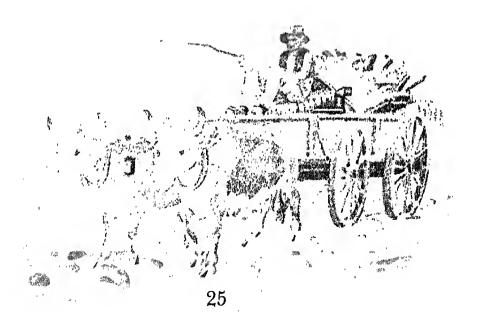
"Something is happening on the island," cried Sandy. He started down the trail that led through the woods. Nancy and Pat followed close behind him.

As soon as they reached the beach, the three children stopped. Yes, something was happening.

In front of them was a small point of land with a few pine trees on it. At high tide it was an island, but now the tide was nearly out.

At low tide a rocky trail led from the island to the shore. Now only a short part of the trail was still under water.

Two oxen were pulling a small cart over the trail toward the shore.



The cart was piled high with furniture and boxes. On the very top was tied an old looking glass. As the cart jolted and swayed over the rocks, the glass flashed in the sunlight.

It was these flashes of light that had excited the crows.

Sitting on a pile of bedding, on top of a stove, was an old man. He kept waving a stick in his hand.

"He's moving away! Old Mr. Kidd is moving away," said Pat. "Now we can go back to our old boat."

"Don't be too sure of that," said Sandy.
"I wouldn't be surprised if the Bouncing
Bell had been washed away in a storm."

"Oh, I hope not," cried Pat. "It was the best place we ever played."

"Maybe I'll find the locket I lost the last time we were on the old boat," cried Nancy.

They had not played there for a long time, because two years ago Mr. Kidd had moved into the only house on the island.

After that, neither crows nor children were wanted. The children had stopped coming, but it had not been so easy to keep the crows away.

The patient oxen, with a last great tug, pulled the cart onto the soft dirt road.

The children watched until the cart had gone around a bend. The minute that Mr. Kidd was gone, all three started out over the rocks.

They splashed through the water and raced to the far side of the island.





"Goody, goody! There's the Bouncing Bell, right in the same old place," Nancy shouted.

But something strange had happened in the two years they had been away.

Many years ago, the waves had washed the old ship far up on the beach. It had come to rest against a high bank. Nancy and the boys had had fun sliding down the bank onto the deck of the boat. But lately a part of the bank had been washed down on the deck. It had taken with it a small pine tree.

"A ship with a tree growing out of it!" said Sandy. It made them all laugh.

"Caw! Caw!" Broken Bill, sitting on the Captain's bridge, seemed to think it funny, too.

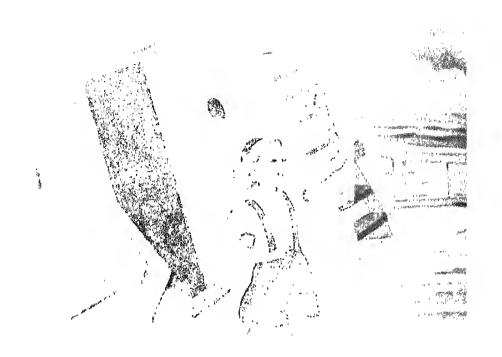
Sandy, Pat, and Nancy climbed aboard, looking to see what other changes two years had brought.

"I'll be the captain and Pat can be first mate," shouted Sandy. "Nancy can be the cabin boy."

But Nancy had other plans. "No," she said. "I want to look for my locket. You two boys can play together."

The boys tried to get Broken Bill to take Nancy's place, but he didn't do very well.

When the first mate told him to go up on the bridge, the crow paid no attention. Then the Captain placed a cracker there. Still Broken Bill paid no attention.



Nancy climbed in and around the rocks all morning. Neither locket nor chain could she find.

However, she did find a tiny bottle, all bright and shiny blue. The boys stopped to look at it. Then Nancy put the bottle in a safe place near the cabin.

Suddenly Broken Bill snatched up the bottle and flew to the top of the pine tree.

"Oh, dear," said Nancy. "Now it's gone. And I wanted to keep it."



Just then Pat called to them, "The tide has turned. It's coming in fast. If we don't leave at once, we'll have to swim back."

They took a last look around. Broken Bill was sitting on a branch of the little pine tree. He seemed to be looking in a hole in the trunk of the tree.

Suddenly Sandy ran to the tree. He had seen something bright in the bird's claw.

Broken Bill flew to the top of the mast with an angry, "Caw! Caw!"



Sandy put his hand into the hole.

"Look what I found!" he cried. "Crows hide things, you know. This is Broken Bill's secret hiding place. Who knows what we may find in it?"

The first thing Sandy pulled out was the tiny blue bottle. Then he found some bits of glass and a nail or two.

One look at Sandy's face and Nancy knew he had found a treasure. Carefully he pulled out a silver chain, dirty but not broken. Hanging from it was a tiny heart.

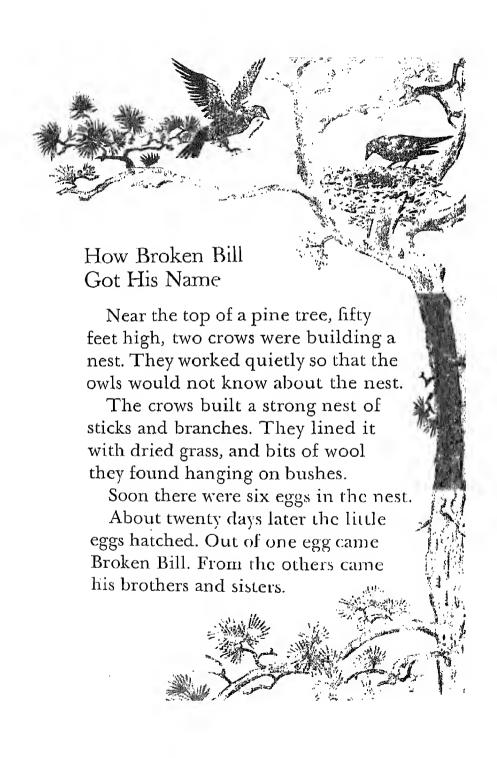
"My locket! My heart locket!" Nancy cried. "Broken Bill had it all the time."

"And a good thing, too," said Pat. "If he hadn't, the tide would have covered it with sand long ago."

"Caw! Caw!" It was as if Broken Bill were saying, "I did it! I did it!"



They hurried back to the shore. "Next time we come," said Nancy, "we must bring a big bag of corn for Broken Bill."



When the little crows were hatched, their eyes were closed. Their thin little necks seemed too weak to hold up their heads.

But when the old crows brought food to the nest, all six heads popped up, their mouths wide open.

When hatched, the birds had no feathers, but in two weeks their backs were covered with black feathers. Their eyes were open.

How they did eat! Poor mother crow and her mate worked from morning until night to find enough food for their six baby crows.

The little crows ate so much that the old crows started robbing.

They robbed the nests of other birds and took chickens from the farmyards, too. They even ate the corn a few days after it was planted. That is why the farmers called them robbers.

After a while Broken Bill and the other little crows began to hop out of the nest and balance on nearby branches.

Soon they learned to flap their wings and then to fly from branch to branch. A few weeks later they could fly well enough to hunt with the old crows.



The crows liked to hunt in large flocks for their food. Hundreds of them left the roost each morning to find a place to eat.

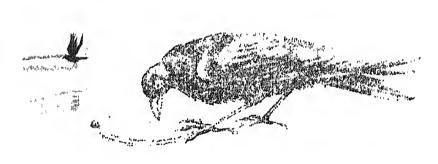
One old crow always sat in a tree to watch while the rest of the flock were on the ground. If he saw anything which might frighten them, he would caw loudly. Then the crows flew off at once.

At night the crows waited until all the flock had gathered in one place. Then the leader gave a sign, and they flew deep into the forest to roost.

Like all crows, Broken Bill liked to pick up bright pieces of string and shiny glass. Like other crows, he had a place where he hid his treasures.

One day Broken Bill watched a fish crow walk up and down the sandy seashore. He saw the fish crow dig up a clam, open it with his beak, and eat it.

Then Broken Bill found a claim and tried to open the shell with his beak. He pecked and clawed but he could not get it open.



Suddenly something happened.

"Caw! Caw!" cried the crow. He had broken the tip of his beak.

And that is why the children called him "Broken Bill."



Sally's Surprise

Swish! Swish! A strong wind snatched the papers out of Sally's hand and whirled them down Hoptown's only street.

Right behind the papers raced Sally and Kate. On those papers were all the plans for tonight's party.

Sally and Kate lived in Hoptown, at the foot of the highest mountain in the state.

It was just a wide spot in the highway. But it did have a post office, six cars, and the Trade Store.



But people in Hoptown knew how to make their own fun, too.

Every Friday night something went on at the schoolhouse. Sometimes there was a supper, and sometimes there was a party given by the young people.

The girls grabbed their runaway papers. Just then such a squeakity-squeak filled the air that they stopped short.

"Must be Mr. Big-John coming down the mountain road," shouted Sally.

It was Mr. Big-John, all three hundred and fifty pounds of him. He was riding in his homemade cart, pulled by a mule.

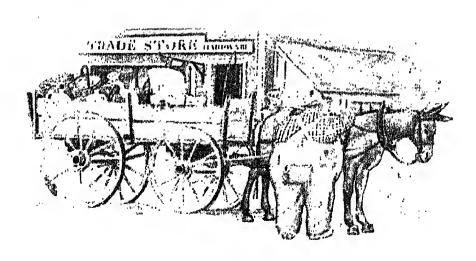
"Hurry," shouted Sally, "let's be the first to meet him!"

Over the door of the Trade Store waved the largest pair of overalls in the world. They were size fifty-eight, and they were waiting for Mr. Big-John, the only man who was big enough to fill them.

Each year, just before winter set in, Mr. Big-John traveled down the mountain in his squeaky cart, pulled by an old mule.

Almost always he brought things from his neighbors to trade at the store. But this fall the load was light.

He brought no eggs, no bedspreads, no handmade jugs from Old Man Lane. Mr. Lane was the man who had eleven children.



"Not much of a load this year," said the storekeeper, waving his hat toward the cart.

"No," said the mountainman. "Old Lane is too sick to make jugs any more. Foxes ate up all Mrs. Bridges' hens. Mrs. Hardy hurt her arm and could not do any spinning or weaving."

Mr. Big-John brought only a few jugs of molasses, some baskets made of twigs, and some bags of corn and nuts.

All along the street people were running out to meet the big man. Sally and Kate were ahead of everyone else.

"Greetings," they called.

"Greetings to you," the friendly man answered.

"Please, Mr. John, what kind of winter do you think we'll have?" asked Sally.

"It's a cold winter we'll be having," said Mr. Big-John. "The squirrels have been mighty busy laying up the biggest store of nuts you ever did see. They must be looking for a hard winter."



Mr. Big-John went into the store. He began to trade for the big overalls that had been made just for him. But not another thing would he get for himself.

"Got other plans," he said. He pulled out of his pocket a bunch of strings and counted them. There were short strings, long strings, and middle-sized strings. He had eleven strings in all.

"Now," said Mr. Big-John, "I'm ready to trade for shoes. I want shoes to fit feet as long as each and every string here."

Sally and Kate quietly slipped away.



"I feel like crying," said Kate. "That good Mr. Big-John! He's going to use up almost all his goods, trading for shoes.

"He is getting eleven pairs of shoes for the little Lane children. Their father is sick. Wish we could help, too . . ."

"Maybe we can," said Sally. "Let's ask Miss Abby to change tonight's party into a pay-show. Oh, oh—I'm getting some ideas for a surprise." Off went the two girls all excited over their plans.

That evening the Hoptown school was crowded.

The show opened with singing by the big boys and girls of the school. This was followed by a flag drill.

Next there was a little play on which the children had worked for weeks.

Then, from behind closed curtains could be heard banging and pounding. The girls were getting ready for the next act.

The curtains were pulled back. There was a mountain! It was just something big and high covered with canvas, but everybody knew that it was meant to be a mountain.

But if they didn't know it, they learned quickly enough. For six children marched around it, singing, "Coming Round the Mountain."

When they had finished singing, there was a big surprise. Out through a hole in the canvas came the head of Mr. Big-John. Mr. Big-John, himself, had stood there and been a mountain for the children.

And he looked so scared that everyone clapped and clapped.



But that wasn't the best part of it. Mr. Big-John did some singing, too. He sang an old song that the mountain people have been singing for two hundred years.

Then came the last act of the show.

Mr. Big-John stood in the middle of the canvas mountain, dressed in his patched old overalls. A door behind him opened.

Out came his brand new blue overalls, size fifty-eight.

They hopped around all by themselves, it seemed, with no one in them.



They jumped this way. They jumped that way. They even did a little dance and stopped right in front of Mr. Big-John.

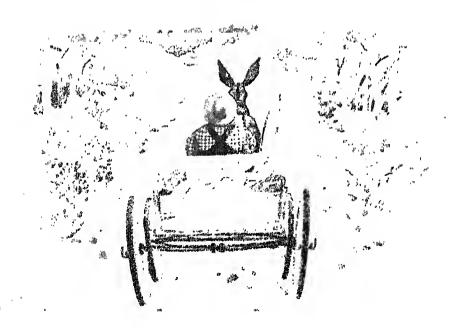
Over the top popped the heads of two pretty girls. Sally was in one overall leg and Kate was in the other. They sang,

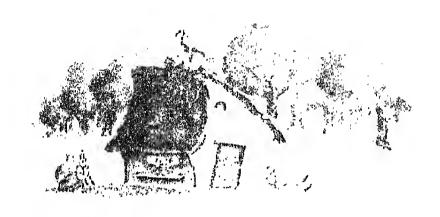
"Two little girls in blue, lads, Two little girls in blue." That ended the show. But it didn't end the surprises.

When Mr. Big-John started back home on Monday morning, his cart was piled high with packages.

These held stockings, sweaters, pieces of flowered cloth for dresses, and strong wool for suits of clothes.

All of this had been bought with the money from the party. All of this was going along with Mr. Big-John's eleven pairs of shoes to eleven little children on the other side of the mountain.





Lazy Jack

Once upon a time there was a lad named Jack. He lived with his mother in a cabin not far from the forest.

They were very poor. The old woman made her living by spinning. But Jack was so lazy that he would do nothing. He just sat in the sun all summer, and he sat by the fire all winter.

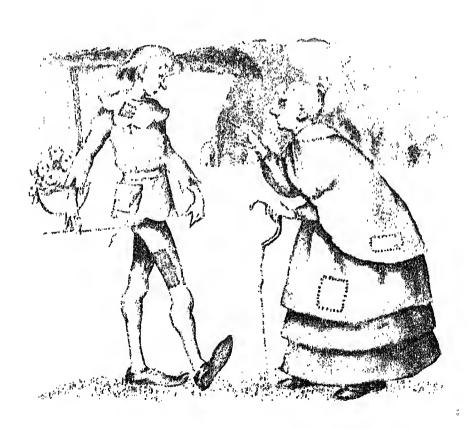
Jack's mother could not get him to do anything for her.

One Monday morning she told her son that he must work for his porridge. If he did not, she would turn him out of the house. This made Jack think a little. He went out and hired himself to a neighboring farmer for a penny a day.

On Tuesday he went to work. When he was coming home, he lost his penny while crossing a brook.

"You stupid boy," said his mother. "You should have put it in your pocket."

"I'll do so another time," replied Jack.





On Wednesday Jack went out again. He hired himself to a cowkeeper, who gave him a jug of milk for his day's work.

Jack took the jug and put it into the large pocket of his coat. He spilled all the milk long before he got home.

"Dear me!" said the old woman. "You should have carried it on your head."

"I'll do so another time," replied Jack

So on Thursday Jack went out again. He hired himself to a farmer. This man gave Jack a cream cheese for his work.

In the evening Jack took the cheese and went home with it on his head. By the time he got home, the cheese was spoiled. Part of it was lost, and part was stuck in his hair.

"You stupid thing," said his mother. "You should have carried it very carefully in your hands."

"I'll do so another time," replied Jack.

On Friday Lazy Jack went out again. He hired himself to a storekeeper, who gave Jack a large cat for his work.

Jack took the cat and began carrying it very carefully in his hands. But in a short time the cat clawed him so much that he had to let it go.

When Jack got home, his mother was very cross. "You silly fellow! You should have tied it with a string and pulled it along after you."

"I'll do so another time," replied Jack.

So on Saturday Jack went out again. He hired himself to a butcher, who paid him by giving him a fine shoulder of mutton.



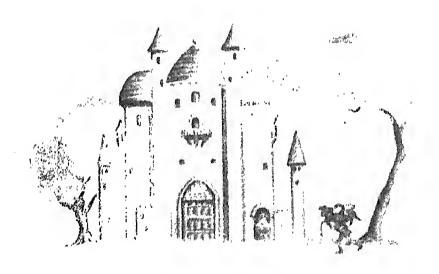
Jack took the mutton, tied it to a string, and trailed it along after him in the dirt. By the time he got home the mutton was all spoiled.

This time Jack's mother was very angry. The next day was Sunday, and they had nothing but carrots for their dinner.

"You stupid good-for-nothing," said the old woman. "You should have carried it home on your shoulder."

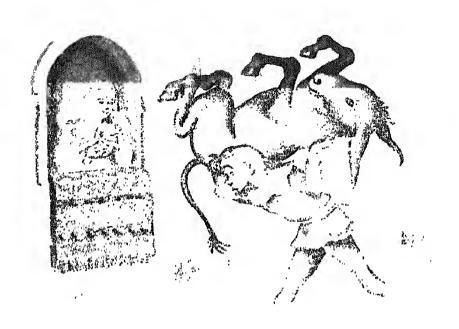
"I'll do so another time," replied Jack. On the next Monday Lazy Jack went once more and hired himself to a cattle-keeper, who gave him a donkey for his trouble. Jack found it hard to lift the donkey to his shoulders. At last he did, and he began to walk slowly home with his prize.

Now it happened, in the course of his journey, that Jack went past the home of a rich man.



This man had an only daughter who was deaf and dumb. She had never laughed in her life. The doctors said she would never speak until someone made her laugh.

This young lady happened to be looking out of the window when Jack went past.



The sight of Lazy Jack, with the donkey on his shoulders, was so funny that she began to laugh and laugh.

Then she found that she could hear and speak. She was deaf and dumb no longer.

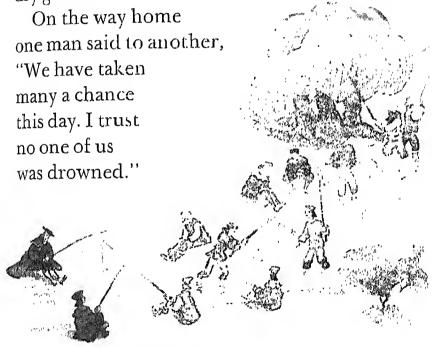
Her father was so happy he decided to marry her to Lazy Jack. And so it happened.

Jack became a rich gentleman. They lived in a large house. Jack's mother lived with them and was very happy all the rest of her life.

Twelve Men of Gotham

Once there were twelve men of Gotham who went to the brook to fish.

Some went into the water. Some sat on dry ground.



"Drowned?" said another. "Let us see about that. Twelve of us came to fish. Let us count and see if all are safe." So every man did count, but every man forgot to count himself.

"Alas, alas," said each man to the other. "There are but eleven now. One of us is surely drowned."

Back they went to the brook where they had fished. Every man looked up and down, shouting for the lost man of Gotham.

A gentleman from the king's court came riding by and asked what troubled them.

"Alas!" said they. "We were fishing here, twelve men of Gotham, and one of us is drowned."

"Count those who are left," said the man from the court. "Tell me, how many of you are here."

One man of Gotham counted eleven and again forgot to count himself.

"What will you give me," asked the clever man from the court, "if I should find the twelfth man safe and sound?"

"All our money," answered the men of Gotham. "Everything we have."



"Give me your money," the man said. Then he began to count. As he counted,

he gave each man one whack upon the shoulders that almost cracked his bones.

"Here is one—and two—and three," cried the clever gentleman from the court, as he whacked away. When he came to the last man, he whacked even harder and said, "And here is the twelfth man of Gotham."

"You have found our neighbor," cried the twelve men of Gotham. "A safe journey to you this day, kind friend. May good times be yours always."



Another

Beyond our house is another house, And another fence and tree. Beyond our street is another street, And another street makes three.

Beyond our town is another town, And beyond another bend Are other roads, and hills, and plains— I wonder where they end.

Aileen Fisher







Peggy and Her Master

"Bow-wow-wow," barked Peggy. She ran up and down the deck of the barge.

Peggy lived on a low, heavy river barge that carried loads up and down the river.

Sometimes this barge carried sand for making cement, sometimes cracked stone. Just now it was loaded with fresh-cut pine boards that smelled nice.

Peggy's master, Joe, was sitting on top of the boards.

"Here you are, Peg," shouted Joe.

He threw a stick into the water. For a second Peggy watched it. Her long yellow tail waved like a flag.

Then into the water she went. Soon she came swimming back with the stick.



Joe helped her onto the deck. She shook herself and sent water flying all over him.

Long ago, when Peggy was only a puppy, Joe had found her in the water. Poor Peggy was half drowned.

Joe had pulled the little dog out of the water and had wrapped her in a blanket. No one seemed to know who owned the puppy, so Joe had kept her. Peggy grew into a beautiful collie dog.

Joe lived with his father and mother in the little house on the end of the barge.

Joe's mother kept white curtains in the little windows. In summer she had flowers in a window box.

Joe's father took care of the barge.

Barges are helpless boats. They have no engines. They have no sails. They are too heavy to row. They must be pulled by tugboats.

A long line of barges are tied together and pulled by just one tugboat. The tugboat seems to feel proud as it chug-chug-chugs along, pulling its heavy load. The barges cannot move without a tugboat.

Today the barges had just reached the city. Soon they would be unloaded. All the barge people had gone on shore. They were shopping and visiting.

But Joe had decided to stay and watch the men unload the barge.

Peggy always stayed on the barge. She was a watch dog.

Peggy was a good watch dog, too. The barge people called her the best watch dog on the river. Whenever they had the chance, they told people how wonderful she was.

This was the story they told.



Runaway Barges

It happened one cold winter's night. Six empty barges were tied up at a dock.

It was a stormy night. Wind blew. Snow fell. Waves rocked the barges. The ropes that held them creaked and groaned.



The people on the barges were having a merry time, because it was the night before Christmas. They were all together in one of the little houses. There was a Christmas tree for the children.

When the party ended, the barge people went back to their own houses. Fathers carried the sleepy little children.

Everyone walked slowly and carefully over the ice-covered decks and stepped from one barge to the next.

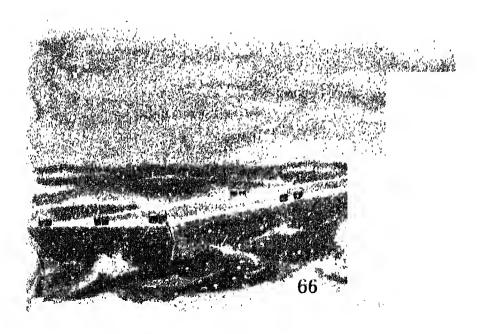
The wind seemed to be trying to blow them away. The snow whirled about them. The deck rose and fell under their feet. "Good night! Merry Christmas!" they called.

When Joe reached his house he said, "I wish I could bring Peggy inside. It is too cold and wet on the deck."

"Peggy is a watch dog," said his father. "She must stay outside."

As Joe lay in his bunk, he listened to the storm. The barges were rubbing and grinding against each other. The ropes that held them groaned and creaked. Wind and snow beat against the window.

But soon Joe fell asleep.



Peggy could not sleep. Something was troubling her. She put her nose out of her box and smelled the cold air. She curled up on her blanket but could not sleep. She was uneasy. Something was wrong.

The wind and the waves were pulling and jerking the barges up and down, up and down. They were pulling and jerking at the ropes that tied the barges to the dock.

Slowly one rope gave way. Up and down jerked the heavy barges, grinding the ropes between them. Another rope gave way.

At last all the ropes that held three of the barges gave way. Out into the black storm floated the three barges.



Peggy lifted her head. Something was wrong. "Bow-wow-wow!" she barked.

"Keep still," shouted a man from the cabin on another barge.

Peggy would not keep still. She ran up and down the ice-covered deck. Something was wrong.

"Bow-wow-wow!" barked Peggy.

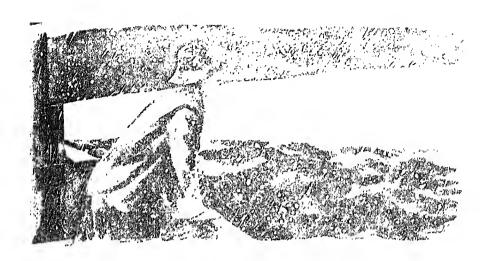
"What can be troubling that dog?" Joe's father thought. "There can't be anybody around on a night like this." He turned over in his bunk and went back to sleep.

"Bow-wow-wow!" barked Peggy.

And something was wrong. Out into the stormy water floated the three barges. The wind and the waves carried them along. Out toward the sea floated the three helpless barges.

"Bow-wow-wow!" barked the collie.

Someone heard Peggy. The barges were floating past a fireboat, tied up at its dock. A fireboat is like a fire engine. It is always ready to help anybody in trouble.



The watchman on the fireboat had heard Peggy.

"What's a dog doing out there on a cold night like this?" the watchman thought. He listened and heard the barking again.

He turned on the searchlight. It sent a bright light shining through the snow and the darkness. It showed the three runaway barges being carried out to sea. It showed Peggy running up and down the deck.

"Woooooooooo!" went the siren on the fireboat. "Woooooooooooo!"

The barge people heard the siren. They jumped from their bunks. The men put on their clothes and ran out on deck.

But the men were helpless. A barge has no engine. It has no sails. It is too heavy to row.

There was no tugboat to pull the barges. There was nothing the men could do.

The mothers wrapped their children in blankets. They did not know what would happen.

"Woooooooooooo!" went the siren.

Two tugboats answered the call. They came nosing through the darkness. Then the searchlight from the fireboat showed them what had happened to the barges.

But the waves and the wind pitched the barges up and down. It was dangerous to go near them. The tugboats might crash into the barges.

The tugboats went as near as they could. The men threw ropes across the black water.

The barge men tried to catch the ropes. Joe watched his father trying again and again. Every time the end of the rope fell into the water.



But at last a rope came flying over. Joe's father jumped and caught it.

Soon men on the other two barges caught ropes. They tied them fast, and the runaway barges were safe.

There was no chance of taking the barges back up the river to their dock. But there was a little harbor nearby. Carefully the tugboats pulled the barges toward it.

It was almost morning before the barges were safely tied up in the harbor. It was a Merry Christmas for all the barge people. They laughed and cried at the same time. Joe's mother made a big pot of coffee for everyone.

Someone asked, "Who gave the alarm?"
"I heard the collie dog barking," said someone. "It must have been the collie tube grave the alarm."

who gave the alarm."

Everyone forgot about the coffee. Everyone was patting Peggy and feeding her. Nothing was too good for her. She had given the alarm.

Joe was very proud of Peggy. He kept his hand on her head. Every now and then she looked up at her master and wagged her yellow tail.





When the River Went Wild

It had been raining hard for three days and nights, almost without stopping.

The little river that ran past the town had overflowed its banks. Now it was rushing down the valley with an angry roar, carrying with it logs and stumps and uprooted trees.

Captain Parker had been up most of the night. He had been helping the people who lived in the lower part of town to move out of their homes. The water had flooded the yards and was coming into the houses.

"We haven't had such a high river as this in a good many years," he told his wife at breakfast. "And it will come up another foot before the day is done."

"Well, it has stopped raining, anyhow," said his wife. "Here come the four King children, Ann and Ray and Rose and Don. They are all excited about the flood."

"Everybody is excited," said the Captain.
"We are all afraid of floods, but if there has
to be a flood, nobody wants to miss it."

"Oh, Captain Parker!" cried Don and Ray. "Something dreadful has happened!"



"There, there," said the Captain. "Take it easy. Tell me what is wrong."

"It's Mr. Johnson's poor old goat," Ray explained. "Mr. Johnson put the goat in the pen Wednesday afternoon. Then he went away to visit his brother. He will stay with him till the flood is over."

"I guess he forgot about the goat," said Rose.

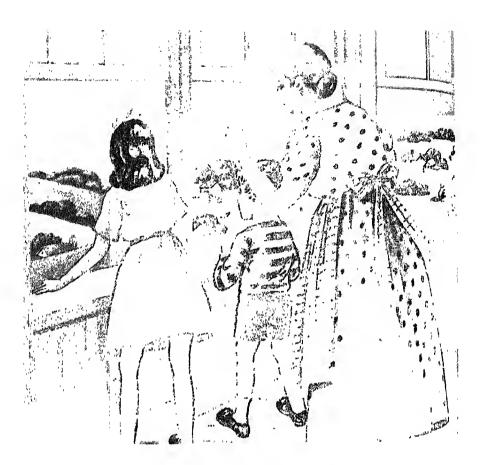
"The water has come up in the yard," cried Don. "It is knee-deep in the pen now."

"Oh, Captain Parker, will you get him out?" begged Ann.

"Well, I'll see what I can do," said the Captain. "I have a rowboat down there. I believe I can row right across the yards to Mr. Johnson's pen. I'll go at once."

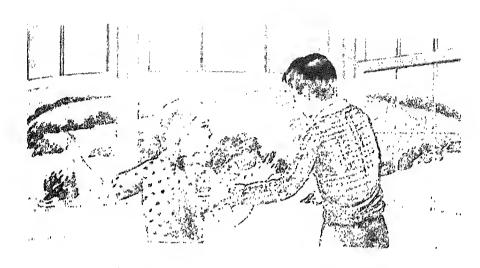
"May we go along?" asked Don.

"The goat is pretty cross, sometimes," Rose explained. Mr. Johnson calls him Old Pepper Pill because he is so stubborn. But the goat knows us. Maybe we can help you handle him."



"No," answered the Captain. "I think I can handle Old Pepper Pill alone. I'll tell you what. You watch from the lookout."

Captain Parker's house stood on a cliff, high above the river, where no flood could reach it. It had an upstairs porch with glass windows on three sides.



Captain Parker always called the porch his lookout. From it one could see a long way up and down the valley.

The children had always wanted to see the valley from the lookout. And to see it in flood time was even more exciting.

They just stood and stared when they saw the muddy water rushing along below them.

They could see the lower part of town. All the yards and gardens were flooded. It was like a muddy lake, with houses in the middle.

"We can't see any river bank at all," said Ray. "It's gone. There is nothing but the tops of trees sticking out of the water." "We can't see the river road either," cried Rose."It's all under water."

"And just think! We went for a walk there only last week," said Ann. "I guess the water would be over our heads now."

"What is that bell that keeps ringing?" asked Ray. "It rings for a while and stops, Then it starts to ring again."

"School bell," Mrs. Parker replied, with a twinkle in her eye.

"Oh, Mrs. Parker, there isn't any school today," said Ann. "It's Saturday."

"Besides, our schoolhouse isn't in this part of town," Don said.

"Strange things happen in a flood," said Mrs. Parker. "Last night a little country schoolhouse was carried away by the flood.

"It floated down the river and crashed into the top of a tree on the flooded river bank. Yes, the schoolhouse was broken to pieces, and most of the building floated off. Only the bell tower was left, caught in the top of a big tree."

Mrs. Parker went on. "The tener of the bell stayed behind, held by the beamble "What makes the bell time." Received

"The river flows fast out these "It Parker explained. "It makes the transfer and sway a little now and them And Starts the bell ringing."

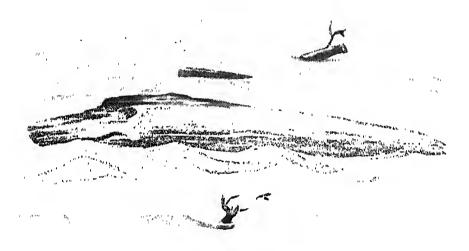
"I see it," cried Don. "I see that he up there in the top of that he was a stuck between two branches."



"Oh!" cried Ann excitedly. "That big tree looks just like a giant. Nothing but his head and shoulders are above the water. Those two branches are his arms, and he is holding the bell tower in them."

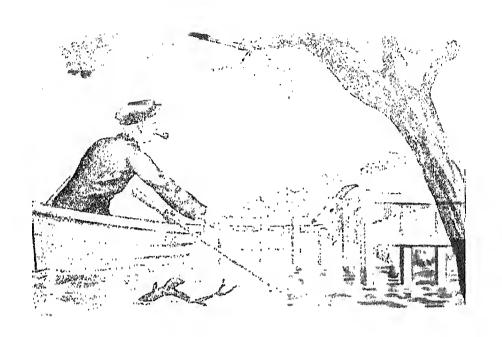
"Ding, ding, ding," rang the bell.

"Look at the stumps down there, how they keep bobbing up and down in the water," said Rose.



"That log over there looks just like an alligator," shouted Ray.

"There's Captain Parker—see, he's just getting into the boat!" Ann cried.



They watched while the captain rowed over to the goat pen. With some trouble he opened the gate, but the goat did not come out.

"Oh, dear," began Don. "I hope the poor old fellow . . ."

Just then out of the pen shot the goat. He missed the rowboat and splashed water all over the captain.

Old Pepper Pill swished off through the muddy water. Ray's alligator log almost knocked him down. "Ding, ding, ding," rang the bell. It seemed to be cheering him on.

It seemed a long time before the angry, frightened goat reached the shallow water and made his way up the river bank and onto dry land.



That night the four children dreamed strange dreams. They dreamed of trees that turned into mighty giants, logs that turned into terrible alligators, and bells that rang in treetops.

The next morning the sun was shining brightly, and birds were singing.

The school bell in the tree had stopped ringing. The flood was over.

Why the River Floods

The river begins high in the mountains.
Clear, cold water comes from a spring and flows down the rocky mountain side.

As it flows, the water picks up mud, sand, and pebbles and carries them along. In this way it cuts a bed for itself.

It is too small to be called a river. People call it a brook.

Other brooks empty their water into it. It becomes deeper. It carries along even more mud and stones. People call it a creek.

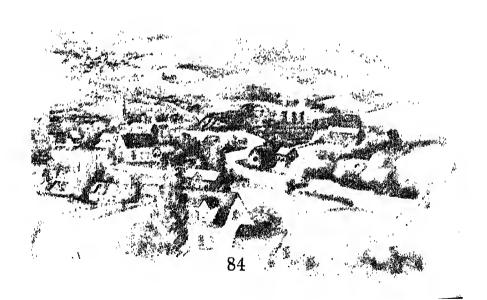
Other creeks empty into it. The creek begins to flow faster and cut deeper into the ground. Now people call it a river.

The river flows out of the mountains and on to the plains. It flows more slowly and spreads out wide. In the spring the snow melts and the rains come. All the brooks in the mountains are full, and they come rushing down to empty into the river.

But the river is already full, for the rains and melting snow have filled the creeks on the plains.

The banks of the river cannot hold all the water. The river overflows its banks.

People are afraid of the river when it floods. They are afraid it will carry away their bridges and houses. And it does.



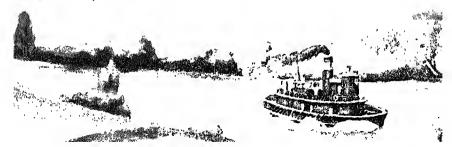
But the river does something else. It flows over the low lands and leaves the sand and mud it has carried down from the mountains. Then the farmers have good, rich earth in which to plant their gardens.

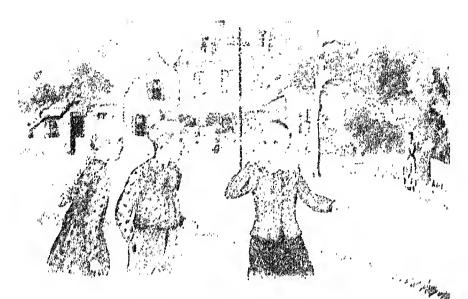
As the river flows on, it becomes wider and deeper and more gentle. People can sail their boats on the river.

People like the river, because they can carry heavy things by boat more easily than by land. They build towns along the river, and boats go from one town to another.

Because people are afraid of floods, the banks of the river are built higher. In this way the river is kept from overflowing, so that it will not wash away the bridges and houses.

The river flows on, getting wider and slower. At last it reaches the end of its journey and flows into the sea.





How Did Aunt Mary Know?

"Let's go over to Father's store," said Lucy as she met her cousins at the door. Kenneth and Katie, her twin cousins, had come to visit her for the day.

"The store is ever so much better than it was the last time you were here," she told them as they hurried along. "Father has some new candy in a big jar. It's the best kind of candy he has ever had. And he has a telephone."

She stopped and looked at Kenneth and Katie to see what they thought of that.



They only stared at each other.

"What is a tela—tela—do you mean telegram?" Kenneth asked.

"No, I mean a telephone, something you talk through," Lucy tried to explain. "My father will show it to you."

It was no wonder Kenneth and Katie did not know about telephones. You see, fifty years ago very few people had them.

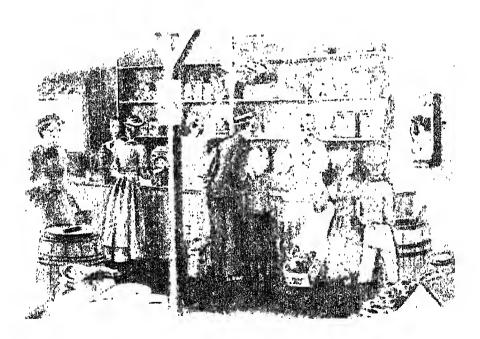
"Isn't that a new sign over the store?"
Katie asked. They all stood and looked at
the gold letters: John Lane's Grocery Store.

Business was good in the grocery store. Uncle John had time only to say, "Good morning."

The children tried not to bother the busy clerks. Lucy pointed out the jar of candy, but it was too high to reach.

"And there is the telephone," said Lucy, stopping in front of a queer-looking box hanging on the wall.

The box had a black thing in front with two bells above. On one side of the box was a crank, and on the other, a funny black thing hanging from a hook.



The twins looked at the telephone, but they were more interested in watching a clerk grind coffee in a shiny red mill.

Lucy explained, "Father hasn't time now to show us how the telephone works. Let's play back here in the storeroom."

It was dark in the storeroom. Boxes and barrels were piled high. That made it just the place to play hide and seek.

"I'll be IT," said Lucy. "This post can be HOME."

"I know a fine hiding place," laughed Katie. She started to run toward the back of the room.

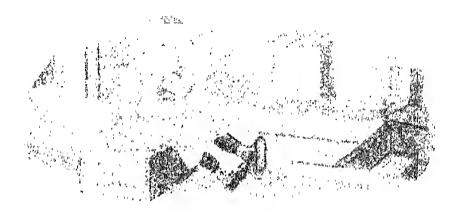
"Look out for the trap door!" cried Lucy. It was too late.

Down fell Katie, through the trap door in the floor and down the cellar steps. She lay very still.

"Are you hurt, Katie?" screamed Lucy. Everyone in the store came running.

"Who left that trap door open?" Uncle John said.

In a twinkling Uncle John was down the cellar steps. He brought Katie up in his arms and set her on a box.



"Where are you hurt?" he asked.

"I'm not really hurt," she answered in a small, weak voice. "It's just my fingers and my head."

Then they saw that two of her fingers were cut, and that there was a big purple lump over her eye.

"My, my!" said Uncle John. "That's too bad. Lucy, I believe you had better take Katie to our house. Mother will know what to do. I'll tell her what happened." Kenneth and Lucy, with Katie between them, started for Aunt Mary's. Aunt Mary was waiting on the front porch for them.

"Are you hurt much, Katie?" she cried. "Your poor head! I have told them again and again never to leave the trap door open. I always knew that there would be an accident some day."

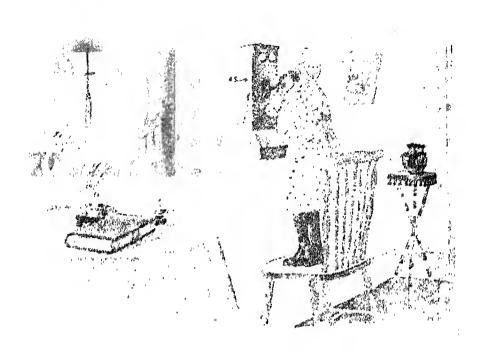
It was not long before Katie was lying in the sitting room with her fingers and head all wrapped up.

"They don't hurt much any more," she told Kenneth and Lucy.

Suddenly she sat up. "But how did Aunt Mary know about the accident?" she asked. "We didn't tell her."

Just then there was a ringing sound. It came from a bell on a box on the wall. The box had a crank and a black thing just like the telephone in the grocery store.

Aunt Mary came out of the kitchen. Carefully she took the receiver off its hook and put it to her ear.

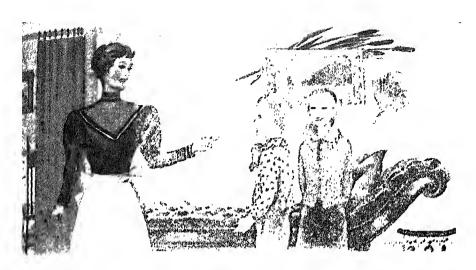


The children could hear a squeaky voice that seemed to come out of the air.

Aunt Mary spoke into the mouthpiece. "Hello? Yes, this is Mary. Yes, the children got here. Katie is feeling better."

Aunt Mary was just about to hang up the receiver when Lucy cried out, "Oh, Mother! Let the twins talk to Father."

Aunt Mary helped Katie climb up on a chair so that she could reach the telephone. She showed Katie how to listen through the receiver and talk into the mouthpiece.



"Hello, Katie. Are you all right?" came a far-away voice. Katie could hardly believe it was her Uncle John.

"Yes, Uncle John," she shouted. "My head is all right." She thought she must speak very loud to make him hear.

When Kenneth stood on the chair, he could think of nothing to say but, "Mine is all right, too." They all laughed.

Lucy called into the mouthpiece, "Please bring home some of that new candy. That will make Katie well."

Then Aunt Mary put the receiver back on its hook and turned the crank to show that she was through using the telephone.



The Homemade Sled

A homemade sled is not good for much? Oh, yes, it is! It's good for pulling home loads from the grocery store. It's good for bringing in wood in winter. It's good for pulling your little sister to school when the snow is deep and the wind is cold.

* But a homemade sled isn't much good for sliding down hill.

Dan had made his own sled.

Most of the boys in town had sleds with iron runners on them. Dan had no money to pay for iron runners. His were made of wood.

A hundred years ago boys did not have as many things as they do today. But they had fun just the same.

"Please give me a ride, Danny," begged his little sister, Polly.

Polly was all ready for a ride in the snow. She had put on her red coat and her red hood. Nothing showed but the tip of her small nose and her two long, yellow pigtails.

Dan pulled her down the road to the hill where the other boys and girls were sliding.

"Beat you down, Danny," shouted a box as he started down the long, steep hill.

Dan only shook his head. His sled was for work, not for play. It was good for pulling loads, but it would not go far on a hill. Dan knew that.

He heard a shout. "Make way! Clear the way for the Red Rovers."

Ten of the big boys piled on a long red bobsled.

Off they went like the wind. Dan and Polly watched them go down the steep hill.



One boy steered. The other Red Rovers stayed on as best they could.

Halfway down there was a curve. The boys leaned to the side as the big bobsled swung round the curve and out of sight.

"Let's have a slide," begged Polly.

"This sled isn't any good," Dan replied.
"The runners are only wood."

"Please, Danny," begged Polly. "It's fun to go, even a little way."

So Dan took her down the hill. They landed in a snowdrift, because the wooden runners made the sled hard to steer.

As they were brushing off the snow, the Red Rovers passed them again. The boys were pulling the bobsled back up the hill. It was a long, steep pull.

"We had better go home now," said Dan. "It's getting late. The sun is almost down."

"One more slide, please," begged Polly.

Dan gave the sled a push and jumped on behind Polly.

"We have never gone this far before. We are going past the curve," cried Polly.

But just then there came a loud shout from behind. It was not a shout of fun.

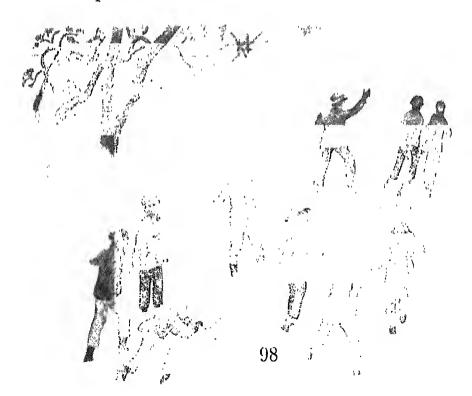
Danny gave a quick look over his left shoulder. The big bobsled was swinging round the curve, right behind them.

There was no time to do anything. There was hardly time to think. Danny tried to steer his sled to one side, but the wooden runners would not turn.

Quickly he grabbed Polly and threw her off the sled. He rolled into the snowdrift beside her. The next second the bobsled shot past them.

At the same time came the sound of breaking wood. Dan's sled was smashed to pieces. But Polly was safe, and Dan was safe.

The Red Rovers turned the bobsled into another snowdrift. They picked themselves up and came running back.





"My, I'm sorry!" said the boy who had been steering. "It's getting dark, and I didn't see you till we swung round the curve."

The big boys pulled Polly to her feet and brushed off the snow.

Then they asked, "Would you and Dan like a slide on the bobsled?"

Would they! Every small boy in town longed for a ride on that bobsled. Dan was very willing to have a ride.

Polly was not so sure. She held on to Dan as close as she could. Off they went, like an arrow shot from a bow. The wind blew past their faces.

"It's just like flying!" cried Polly.

"Lean to the right!" shouted the boy who was steering.

They all leaned to the right as the sled swung round the curve. Faster and faster it went. But at last the bottom of the hill was reached. The sled went slower and slower. It stopped.

Too bad that the ride was over! But it had been wonderful.

They climbed the long hill. Polly and Dan called good-by and thanks. Then they hurried home.

It was nice to be in the warm kitchen with mother. Polly began to talk as soon as she came in, but Dan was too tired and cold. He sat down to a plate of pancakes and maple syrup.

It was still dark when Dan got out of bed the next morning. He ran down stairs to dress by the kitchen stove. He knew he must bring in plenty of wood for his mother before he went to school. Then Dan remembered. He had no sled. Dan stepped out on the back porch. He opened his eyes wide.

There had been a fresh fall of snow in the night. He could see foot tracks coming into the yard and the trail of sled runners, too. And there by the porch stood a sled!

It was a sled with iron runners. It was old, and the runners were rusty, but a few slides would take off the rust.



A paper was lying on the sled. It said:

We are sorry we smashed your sled. Hope you can use this one.

The Red Rovers

"Can I use it?" laughed Dan. "I should say I can. It's a wonderful sled. When the rust gets off those runners, it will be the best sled in town!"

Where Go the Boats?

Dark brown is the river,
Golden is the sand
It flows along forever,
With trees on either hand.

Green leaves a-floating,

Castles of the foam,

Boats of mine a-boating—

Where will all come home?

On goes the river
And out past the mill,
Away down the valley,
Away down the hill.

Away down the river,

A hundred miles or more,

Other little children

Shall bring my boats ashore.

Robert Louis Stevenson

The Two Sisters

Once there were two sisters who looked just alike. But one was kind-hearted, and

the other was bad-tempered.

Now their mother had no work and no money. So the sisters decided to go out and seek their fortunes.

"I will go first," said the good sister.
"You can follow if I have good fortune."

So she packed up a bundle of clothes, said good-by to her mother and sister, and set off on her journey.





On she went, far afield, into the country. At last she came to a Hedge.

"Little girl, please do not step on me," said the Hedge. "I don't want to be broken."

"Very well," said the girl. She jumped over the Hedge and went on her way.

Soon she came to an Apple Tree. The tree was so loaded with apples that its branches bent to the ground.

The Apple Tree called to her, "Little girl, little girl, please shake my branches. The apples are so heavy."

"Very well," said the kind-hearted girl.

She put down her bundle, shook the apples off the tree, and walked on down the road.

On she went till she met a Sheep. The Sheep's wool was so long and thick that it trailed on the ground.

"Little girl, please cut off my wool," begged the Sheep.

"Very well," said the kind-hearted girl. So she cut off the wool and walked on.

After a time she came to a house in which an old woman lived. Now this old woman was a Witch, but the girl did not know it.

When she knocked at the door, the Witch said, "And what are you seeking?"

"I am looking for work," replied the girl.

"Come, be my servant, and I will pay you well," answered the Witch.

"And I will work for you gladly," said the kind-hearted girl.

For a year and a day she stayed with the Old Witch and was a good servant. But at last she grew homesick.

So she went to the Old Witch and said, "Please pay me my wages and let me go. I know that my mother needs me."

"You have been a good girl, and now I will pay you your wages," said the Witch.

So the Old Witch showed the girl three boxes. One was very small, one was big, and the third was a middle-sized box.

"Come, you may take one of these boxes as your wages," said the Witch.

The girl was not greedy, so she picked out the smallest box.

Now the Old Witch was angry. She had not thought the girl would choose the smallest box. Quick as a wink she threw her broomstick at the girl.



But the girl grabbed the box and ran.

Just as she came to the field where the Sheep was, she heard a terrible noise. It could be no one but the Old Witch on her broomstick.

"Come, little girl," called the Sheep. "Hide under my wool." And she did.

Just then the Old Witch flew up on her broomstick. "Have you seen my naughty maid with a box in her hand?" she asked.

"Yes, yes," said the Sheep. "But I think you would never be able to catch her."

The Old Witch turned around and rode back home on her broomstick.

The little girl went on down the road, till she came to the Apple Tree. Once more she heard a terrible noise. It could be no one but the Old Witch.

"Come, little girl," called the Apple Tree. "Hide in my branches." And she did.

Again the Old Witch flew up on her broomstick. "Have you seen my naughty maid with a box in her hand?" she asked.

"Yes, yes," said the Apple Tree. "But I think you would never be able to catch her."

Then the Old Witch turned and flew off toward her home.

The minute the Old Witch had gone, the girl went on down the road till she came to the Hedge. Once again she heard the terrible noise of the Old Witch.

"Come, little girl, and I'll hide you," called the Hedge, growing thick and tall. So she hid herself well.

"Oh, Hedge," said the Witch as she came riding by. "Have you seen my naughty maid with a box in her hand?"

"Yes, yes," said the Hedge. "But I think that you would never be able to catch her."





And again the Old Witch flew off on her broomstick.

The girl hurried home and opened the little box. To be sure the box was small, but it was stuffed with gold and silver. And they lived happily for a long time.

Then the second sister decided that she should seek her fortune. She, too, hoped to get a box of gold and silver.

So she packed up a bundle of clothes, said good-by, and set off.

Soon she came to the Hedge. "Little girl, please do not step on me," said the Hedge.

"What do I care about a Hedge?" said the girl. She stepped on the Hedge so hard that the ground was covered with twigs. Then she went on her way till she came to the Apple Tree with its branches bent to the ground.

"Little girl," called the Tree, "Please shake my branches. The apples are heavy."

"Indeed I will not," said the girl. "I have no time." She went on down the road.

Soon she came to the Sheep. Its wool was so long and thick that it trailed on the ground.

"Little girl, please cut my wool," said the Sheep. "It is so long and so thick."

"Indeed I will not," said the girl. So she went on her way till she came to the Old Witch's house.

Having no servant, the Old Witch was glad to have the bad-tempered girl work for her.

"Little girl," said the Old Witch, "You are much like my other maid."

But the bad-tempered girl was not a good servant. She did not do as she was told.

At last the day came when the Old Witch said, "You may go. I need you no longer."

"Very well," said the girl. "Give me my wages, and I will go home."

The Witch showed her three boxes. One box was big, one was little, and one was middle-sized.



The bad-tempered girl chose the big box and hurried home, proud as a peacock.

And the Old Witch laughed and laughed till she was tired.

As the girl went along the road, the box grew so heavy that she could hardly carry it.

She did not stop to rest, for the sun had set and the sky was growing dark.

When she came to the Sheep, it said, "Baa! Baa!"

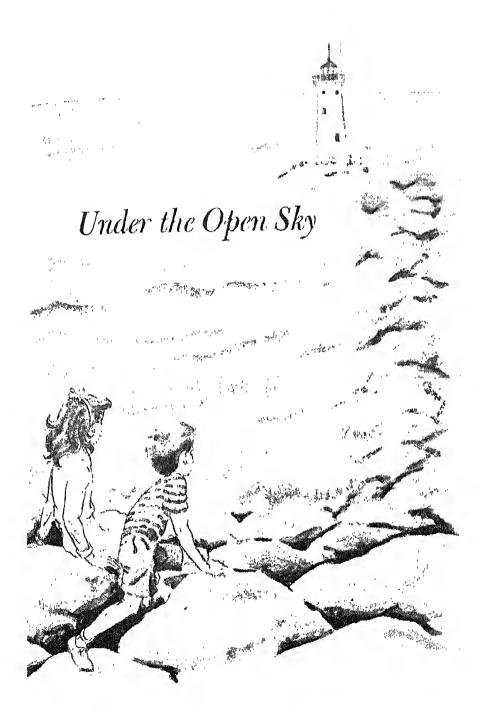
When she came to the Apple Tree, it shook its branches long and hard.

When she came to the Hedge, it groaned loud and long. She was frightened.

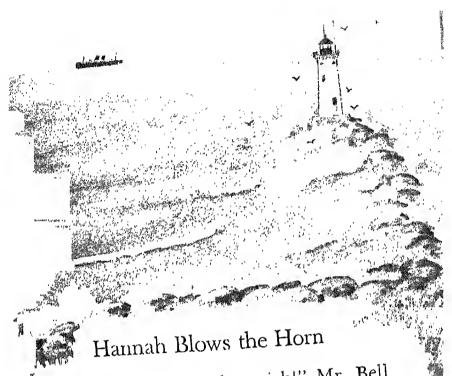
At last she reached home.

Quickly she opened the box, impatient to count her gold and silver. How dreadful!

Her box was stuffed with toads and mice!







"Snick—snick! Snick—snick!" Mr. Bell was mowing the lawn, and Henry was watching. Hannah was looking at the funny house which was their new summer home.

"Our house looks like an old lady in a gray sunbonnet, Mr. Bell," Hannah said.

All the summer before, Hannah's father and mother had searched the village for a house. But nobody had a house to sell.

Then they heard that the government was willing to sell the old Gray Lighthouse.

Hannah's father had bought it at once. Now Hannah and Henry thought it the most wonderful home anybody ever had.

Mr. Bell looked at the old Lighthouse. "It is a fine house. Hannah, strong and true," he said, nodding his head.

"Why doesn't the government use the old lighthouse any more?" Henry asked.

Mr. Bell rubbed his head. "Well, Henry, the government built the new lighthouse on the outside of the point. Now it doesn't need the old lighthouse any more."

Hannah said, "Father told us it looks very still and safe out there. But the water covers a lot of dangerous rocks that would make a hole in the bottom of any boat."



Mr. Bell nodded. "Your father is right, Hannah. Saw-Toothed Ledge, we call it. I remember well the night the cattle boat went aground on that ledge. It started breaking up right away."

"Did all the cattle drown?" Henry asked.

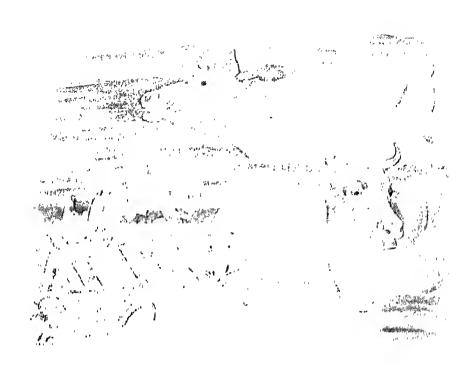
"They did not," said Mr. Bell. "The old Gray Lighthouse had a fog horn in those days. Every thirty seconds she blew hard. The captain should have paid attention to the horn and not come in so close."

"What happened, Mr. Bell?" Hannah wanted to know.

"Well, we could hear the shouting of the men and the squealing of the animals. And after that—such a funny sight you never did see!

"The first thing I knew, a yellow cat was pawing her way through the breakers. Half drowned she was, too.

"Some hens floated in and then a fat, round pig. The captain's wife must have had a whole farmyard on deck!"



"Then some big cows appeared through the darkness," Mr. Bell went on. "Two men who could not swim were hanging onto the cows' tails.

"Yes, all those birds and animals were heading for the old Gray Light. They were guided by the sound of the fog horn.

"And a good thing, too. If they had gone the other way, they would have gone out to sea and drowned! But not a one was lost." "The old Gray Light was doing her bit that night, and no mistake," said Mr. Bell.

"I wish I had been here," said Henry.

Mr. Bell gathered up his tools. "If you think you will be all right until your father and mother return, I'll be going."

"Oh, we'll be all right, Mr. Bell," Hannah cried. "They have only gone to the store to buy some groceries."

"Good-by, then."

"Good-by, Mr. Bell!" they called.

After he left, Hannah and Henry went down to the shore. They stared at the still waters which hid so much danger.

There was a boat out there now, a sailboat. It was moving about, this way and that. It seemed as if the captain wasn't paying much attention to where the boat was going.

Henry got the long glass and read the boat's name. She was The Echo. She was a stranger, they were sure.

Henry cried, "Look, she's coming in! She's heading toward Saw-Toothed Ledge." "Maybe she will turn back!" said Hannah. But The Echo did not turn back.

"Perhaps if we waved our arms, we could make the captain understand," Henry said.

They tried that. The captain paid no attention. The Echo was still coming in.

Hannah jumped up. "Henry, we must d_0 something, or she will go on the ledge!"

"But Hannah, what can we do? If we shouted, the captain wouldn't hear. If only the old Gray Light still had her horn."

It was then that Hannah turned and ran. She ran to the tool shed where they kept the car. She began to honk the horn.



"Ho-o-onk." They waited. "Ho-o-onk." Henry stood in the doorway and watched.

Suddenly he shouted, "Hannah! They understand! They are turning." Then his voice grew frightened. "Hannah! The fog! It's coming in! They won't be able to see to get away."

Through the open end of the shed, Hannah could see it, too. The heavy, gray fog was slipping in quietly. It was hiding everything in sight, even The Echo.

"We have to keep blowing the horn," Hannah cried. "We have to. Then they will know where the land is and keep away."

She didn't dare to keep the horn going all the time. It might run down the battery. One, two, three—she counted the seconds to thirty and blew the horn. She counted again, then blew again—on and on and on. Hannah's hand grew tired.

After ever so long Mother and Father bicycled in, with a basket full of groceries. Mother rode straight up to the shed.

"Hannah! Henry! What are you doing? You will run down the battery!" she cried,

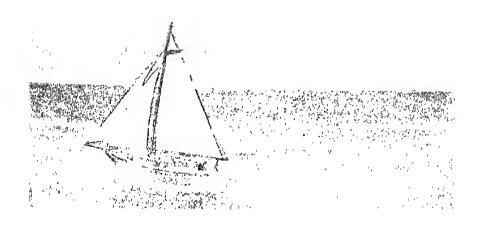
Hannah told her what had happened. Then Mother took her turn at the horn. She didn't even care about the battery. Out there in the fog was The Echo. She must be warned away.

And then the fog lifted, in the strange way fog does. There was The Echo, safe and sound, beyond Saw-Toothed Ledge.

Even as they looked, she dipped her flag in salute and ran it up again. The Echo was saying, "Thank you."

Hannah looked at the house. "I guess the Gray Light is glad we were here," she said.

And Henry cried, "I guess she's glad that Hannah blew the horn!"



How Lighthouses Help Ships

Lighthouses are guideposts for ships at sea. They are placed near hidden rocks, or where the water is shallow. They warn the sailor of danger.

Lighthouses are also placed at the mouth of a harbor to guide the ships safely into the harbor.

Most lighthouses are tall, round towers, painted white so they can be seen easily.

The lights begin to shine as soon as the sun goes down. They are very bright—the brightest can be seen for twenty miles.

A few lighthouses have lights that shine all the time. Most of them have lights that flash on and off. Each light has a different flash, so that sailors at sea can tell where they are.

Some lights flash once every few seconds. Others have several quick flashes and then are dark for a few seconds.

Some have red and green flashes, too, but these are used to guide ships through the harbor.

When there is a fog, lights cannot be seen very far. Then the sailor needs a warning he can hear.

Some lighthouses have great bells to ring when there is a fog. But fog horns are used in most places.

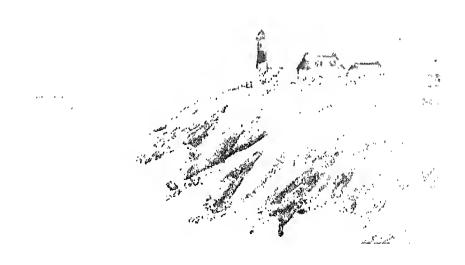
Sometimes lighthouses are built out on a point of land, or on a rocky island, where the waves beat high.

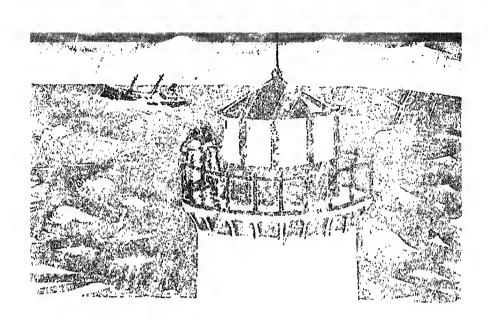
Then they must be strongly built to stand up against the wind and waves. These are called wave-swept lighthouses. They are often built of huge stones which are cut so that each stone locks with the one next to it. When the stones are locked in this way, the waves cannot pull them apart.

When a lighthouse is built on land, there can be other buildings besides the tower. There can be storehouses and homes for the keepers.

In wave-swept lighthouses, however, the keepers have to live right in the tower. The living rooms, storerooms, and engine rooms are built one on top of another.

Nearly all lighthouses have a winding staircase going up the middle of the tower. At the very top of the tower is the light.





Below the light there is a porch around the tower. Here the keeper can watch the sky. He watches every cloud, for it might be a sign that a fog or a storm is coming.

A few small lighthouses do not need keepers. The warm sun turns the lights off in the morning, and the cold turns them on at night.

The life of a lighthouse keeper is often lonesome. But it is full of adventure and daring, too. Lighthouse keepers can tell many an exciting story about saving the crews of ships in danger.

Who Has Seen the Wind?

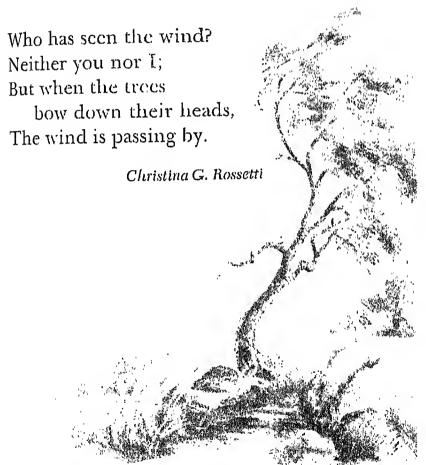
Who has seen the wind?

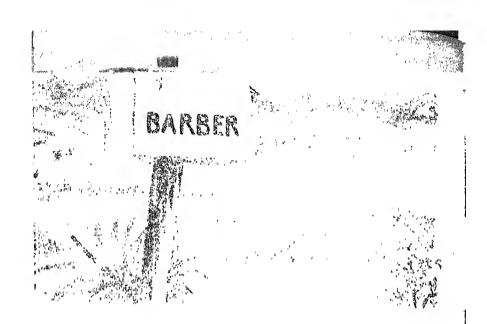
Neither I nor you;

But when the leaves

hang trembling,

The wind is passing through.





Charles Gets a Letter

"Every day I walk up to the mailbox," Charles said, "and every day I don't get a letter!"

"Remember the time you got a post card!" Ellen told him.

"But I mean a letter," Charles said. "A real letter."

"I never get one, either," his sister said. Charles and Ellen were taking a short cut to the mailbox across the little hill behind the farmhouse.



It was a sunny afternoon in late summer. A hot Colorado wind blew across the hills. It ran through the dry grass like yellow fire. It made a low, singing sound in the pines.

"My, it's hot," said Ellen, as she and Charles reached the mailbox. It was a big box with the name, Barber, on both sides, in black letters.

"I wonder if there's any mail," Charles said. He pulled open the box. "The paper and several letters for Dad. A post card for Mother. And nothing for me." He sighed.

"Well, some day you will get a letter," Ellen said. "Wait till you are as old as Dad."

"That's a long time to wait," said Charles.

On the way back to the house, Charles said suddenly, "Say, let's climb to the top of Red Hill this afternoon."

"It's too hot," Ellen replied.

"Oh, come on," begged Charles. "There is always a nice wind on top of that hill."

"I suppose we might as well." said Ellen.

They dropped the mail at the house and started for Red Hill. They crossed a valley with a tiny stream of water in it. Then they began to climb over rocks and up the side of the hill.

When they reached the top of Red Hill, Charles and Ellen saw something they had never seen before.

They forgot all about looking west at the highest mountain to see the patch of snow that looked like a great white bird. They forgot all about looking east across the plains to see the city, thirty-five miles away.



They could only gasp in wonder at what they saw on the hilltop.

"Say," Charles shouted. "Look at all the ladybugs!"

"I never knew there could be so many bugs in the world," Ellen cried. "Look, this old pine root is orange with ladybugs!"

"And the trunk of this tree seems to have orange bark," said Charles. "Why, there are thousands of them."

"Thousands and thousands!" said Ellen. It didn't take long for Charles and Ellen to get back home. They ran almost all the way.

It was the most exciting thing that had happened on the Barber ranch all summer.

"My goodness!" Mother said, when she heard the story. "You should write to the Colorado State College about that."

"Good idea," said Father. "The College has a department that can tell you all about ladybugs."

The next morning Charles wrote a letter to the State College. Ellen helped.

Here is what Charles and Ellen wrote:

Dear Sir:

I want to tell you that my sister, Ellen, and I found lots of ladybugs on top of Red Hill near our house.

We never dreamed there could be so many ladybugs. Father climbed the hill to look. He was as surprised as we.

Could you please tell us why there are so many?

Your friend,

Charles Barber

P.S. I am ten years old. Ellen is eight.



Five days later Charles and Ellen were waiting at the mailbox when the mailman drove up. Charles looked at the mail.

"It's here!" he cried. "Listen!" He opened the letter. It began:

Dear Charles,

We were glad to get your letter about the lady beetles.

Then the letter told many things about lady beetles. It said they liked to come together in some high spot for their long winter sleep.

That night Father read the letter aloud at the supper table. Everyone thought it was exciting to have Charles get a long letter from the state school.

But that letter was only the beginning. A few days later Charles got another letter. He almost jumped out of his shoes, he was so glad.

This time the letter was not from the Colorado State College. It was from a school in the state of Washington. It said:

Dear Charles,

Last Thursday a friend of mine at your state school wrote to me about your finding the lady beetles.

I wonder if you will do something for me. I am writing a book about beetles. Could you send me a bottle of the lady beetles on Red Hill?

Then the letter told how to gather the lady beetles, how to pack them in a box full of straw, and how to ship them.

The letter ended this way:

Would you mind if I wrote about you and your lady beetles in a book?

Would Charles mind? Would he mind having his name in a book?

"Hmmm," Father said, when he finished reading the letter. "It seems that Charles is getting all the interesting mail around here these days!"



Ellen looked at Charles, and Charles looked at Ellen. "I thought you would get a letter some day," Ellen said.

"And," Charles beamed, "I didn't have to wait to be as old as Dad, either."

Jack of Sunny Gap

"When I grow up," said Jack, "I'm going to drive horses, like Sam Buck, and go to Birch City every Fourth of July."

"I'm going to Birch City this Fourth of July," said Fred.

"Really! Say, Fred, you will be driving twenty-five miles along strange roads and seeing new mountains — and everything!"

Jack sighed. "I would give anything to go."

"There will be games," Fred said, "and ice cream, and . . ."

"And a horse race, too!" said Jack. "That's what I would like to see—a horse race!"

"You surely like horses, don't you?"

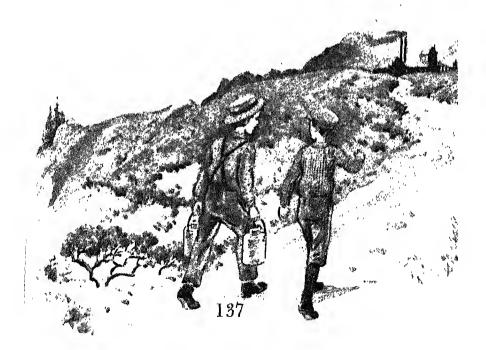
"Do I!" cried Jack. "Sam Buck says that maybe in a few years he will let me drive for him."



"Well, you can have your old horses," said Fred. "I'm going to have a gold mine."

The two boys were climbing up a winding wagon road to the Daisy-Girl Mine. It was the first day of July, about fifty years ago. The mining camp where Jack and Fred lived spread out below them in a valley.

It was not a pretty town. The houses were small and unpainted. There was only one real street, and that was the wagon road running through the middle of town.



"You don't always get rich finding a gold mine," Jack said.

He knew that miners had walked all over the hills near Sunny Gap looking for gold. Sometimes they struck it rich. Often they had nothing to show for their work.

"Say, let's rest a minute," Fred said. "I'm all out of breath."

Jack set down the lunch pails he was carrying to some miners at the Daisy-Girl Mine. They both sat down on a big stone.

"No, I'm never going to be a miner," Jack said slowly. "Not after the way my dad got hurt. If it hadn't been for that accident, my mother wouldn't have to work so hard running the boarding house. No, I'm going to drive horses."

Suddenly Jack pointed down at the little town that seemed to be sleeping in the sun.

"Look, Fred!" he cried. "There's Sam Buck now, hauling ore down to the mill. That's his wagon passing the blacksmith shop—see it? It's full of ore."



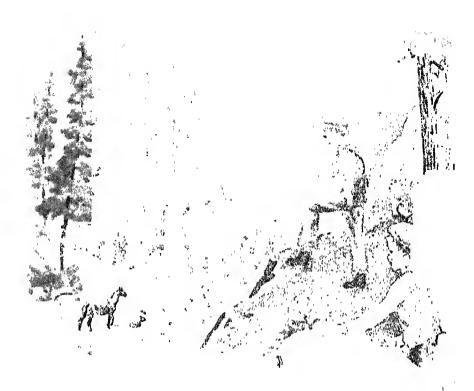
"I see it," answered Fred. "But how do you know it's Sam Buck's wagon?"

"By the harness bells. Listen, you can hear them way up here. Besides, I'd know his horses ten miles away, I guess. They are Governor, Queen, Blackie, and Soldier. Dolly and Boots are in the corral today."

Then Jack said softly, "Dolly is surely a beautiful horse. Sometimes she is a little wild, but she's a beautiful horse."

"He's going out of sight now," Fred said.

"He's hauling ore today, but tomorrow he has to bring up a new boiler for the American Mine. He will need all six horses."



"Well," Fred said, getting up. "I suppose we might as well be moving."

They reached the mine and left the lunch pails where the miners would find them when they came up in the elevator.

Jack and Fred started back to Sunny Gap. They went around a bend and came to the side of the deep canyon. Jack stopped suddenly. He pointed across the canyon below them.

"Look!" he gasped.

"What?" asked Fred.

"That horse over there," Jack replied. "It's Sam Buck's horse. It's Dolly. She's out of the corral. She must be running away."

"I don't see what we can do about it," said Fred. "We could never catch her in the canyon."

"But Sam Buck will need her tomorrow. He will need six horses on the wagon when he hauls up that boiler for the American Mine. I've got to catch her somehow."

"Maybe I could help you," Fred offered.
"But I'm not very good with horses."

"I think I'd better go alone," Jack said. "She knows me. If Dolly saw both of us coming, she would run."

Jack knew it would not be easy to make his way through the rocky canyon. He knew it would not be easy to catch Dolly.

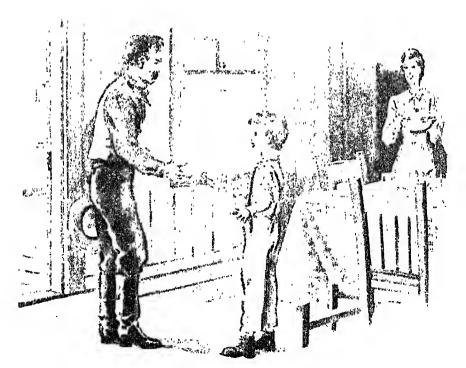
"Tell my mother I won't be home for quite a while, will you, Fred?" he called as he ran through the pines.

Some time later, a tired but happy Jack came riding into Sunny Gap on Dolly. He had scratched his legs and hands climbing over the rocky cliffs.

But he had caught Dolly!

When Sam Buck came to the boarding house for supper that night, he had already heard what had happened. He held out his hand to Jack.

"I want to thank you for bringing Dolly back safe," he said.



"It wasn't anything," Jack answered.

"Yes, it was," Sam Buck nodded. "I'm surely going to need Dolly when I haul that boiler tomorrow."

After supper Sam Buck saw Jack helping his mother clear the dishes from the table. He came over to them.

"I've been thinking," he said. "Since Jack is such a good hand with horses, maybe he could help me drive over to Birch City for the Fourth of July."

Jack almost dropped the dishes he was holding.

"Birch City!" he gasped. "For the Fourth of July!"

Jack's mother looked pleased. "I don't see why he couldn't," she said.

Jack looked at Sam Buck and tried to thank him. The words wouldn't come.

Suddenly he made a dash for the door. "I've got to tell Fred," he cried. "I've got to tell Fred I'll see him at the horse race—in Birch City!"

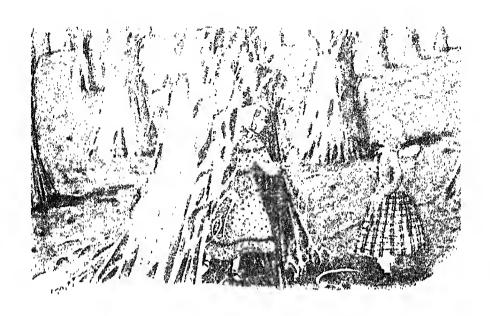


The Corncob Doll

It was fall. The apples were ripe. They had been picked and stored in the cellar of the farm house.

The corn had been cut. Ben had helped his father tie up the tall cornstalks. They looked like Indian wigwams. The whole cornfield looked like an Indian village.

Betsy and May were playing house in the cornstalk wigwams. Betsy was eight. May was only six. She wanted to play in Betsy's wigwam.



"Go make your own wigwam," Betsy cried. "There's only room in here for one." Bits of cornhusks were hanging in May's hair. Her bonnet was hanging down her back. Her dress was dirty.

"I want to live in your wigwam with you," begged May.

"Well, you can't!" replied Betsy. "There isn't room enough."

Betsy was not happy. Ten-year-old Ben had gone with Mother to town. Betsy had wanted to go, too, but she had to stay home to take care of May.

Before he left, Ben had explained how he was going to see the new railroad. He said that he was going to wait by the railroad track while Mother shopped.

He was going to tie Andy, the old horse, behind the store, where he could not see the train. Horses were frightened by the new trains with their noisy steam engines. They nearly went wild when an engine came dashing past.

Betsy thought of all the things that she was missing. She turned her back on May.

"I'm going to make a corncob doll," she said. "She's going to be an Indian princess."

May watched while Betsy pulled back the husks on an ear of corn. Dolls were hard to get one hundred years ago. Betsy had a beautiful one, but May was not allowed to play with it.

"Won't you make me a corncob doll?" May asked."

"No! I will not have time today," Betsy answered.

She pulled out the yellow kernels on the cob. She left two kernels for the eyes, one for the nose, and three for the mouth.

She made arms out of cornhusks. She put corn silk on the head for hair. It was a strange and funny-looking doll, but May thought it was lovely.

Suddenly voices came across the field. Susan and Jean, who lived on the next farm, were coming to play.

Before long the big girls were playing Indians, while May tried to make a doll. But no one would help her, and she pulled out the wrong kernels.

Soon May's doll had only one eye and a funny mouth. May went far away from the others. She did not want them to see her doll. It was so ugly that she did not like to look at it herself.

The other girls were doing an Indian dance. May was tired and cold. She sat in her wigwam all by herself. She wished that she were eight years old, not just six. She wished that she had a pretty doll.

At last May had an idea. She would get her mother's pin, the pin that was made of tiny pearls. She would pin it on the doll, and then her doll would be beautiful.

She ran to the house. In a few minutes she was back with the pearl pin. She stuck the pin into her doll. Right away she felt better.

"There, now!" said May.

But just then came the barking of a dog, then voices. Ben and Mother came driving into the yard in the old buggy. Fido, the dog, dashed ahead of Andy.



"We saw the train!" shouted Ben. "We saw the one o'clock train. It was late."

The big girls raced across the cornfield to hear the news. May ran after them. She did not give a thought to Mother's pin.

Soon Mother was inside the big kitchen, cooking supper over the fire in the huge fireplace.

The children sat in front of the warm blaze. Ben talked about the railroad as he unloaded the buggy and brought in their packages.

Suddenly May jumped to her feet. Her eyes were wide open.

"I must go to the cornfield," she cried.

"What's wrong?" cried Mother. "You're tired. You must go to bed, dear."

"No, no!" cried May.

"I'll go out with her," said Ben. "There's a big round hunter's moon. It's beautiful outside."

Outside the door Ben said softly, "What's wrong, May? Did you lose something?"

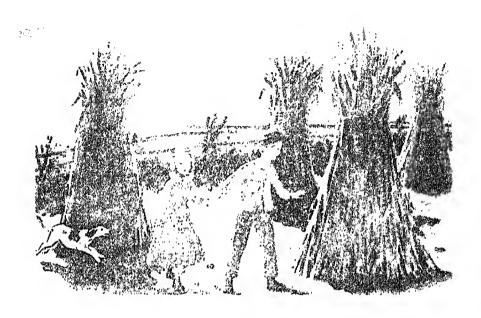
Between sobs May said, "My corncob doll was so ugly that I got Mother's pin, the pin with the tiny pearls. I put it on my doll to make her beautiful. I left her in my wigwam."

"We'll find the pin," said Ben.

When they reached the cornfield, Ben said, "Which wigwam were you in?"

"I don't know," sobbed May.

Ben whistled. The field stretched far off in the moonlight. There were rows and rows of wigwams.



Ben started looking into one wigwam after another. He had little hope of finding the pin.

Suddenly Fido came bouncing through the cornfield. He watched Ben reach in among the cornstalks, feeling for the ugly doll with the pearl pin. Fido tried to get into the wigwam, too.

"Go away, Fido," cried Ben.

Fido went dashing down the row. The next minute he was back. He had something in his mouth.

"Here, Fido, give me that," scolded Ben.

Fido raced around before he brought it to Ben. It was the corncob doll! Across her ugly face was fastened the pin, shining in the moonlight.

Back at the house May was laughing and crying at the same time. Ben told the story in a few words. Mother held the pin safely in her hand.





It Was Wisdom to Be Dumb

One day a poor man tied his horse to a tree and sat down to eat his noonday meal.

A rich man came along and started to tie his horse to the same tree.

"Do not fasten your horse to that tree," cried the poor man. "My horse is very savage. He will kill yours. Fasten him to another tree."

The rich man answered proudly, "I shall tie my horse where I wish."

So he fastened his horse to the same tree to which the poor man's horse was tied. He then sat down to eat his dinner.

Suddenly the men heard a great noise and looked up. Their horses were fighting. The two men rushed up to stop them, but it was too late. The rich man's horse had been killed.

"See what your horse has done!" he cried to the poor man. "But you shall pay for it!"

So saying, he took the poor man before the judge.

"O wise judge!" he cried. "This man's savage horse killed my fine horse—my beautiful, kind, gentle horse. Make him pay for it, I beg of you!"

The judge turned to the poor man. "Did your horse kill this man's horse?" he asked.

But the poor man said not one word.

"Can't you talk?" asked the judge.

The judge asked the poor man many questions, but he still kept his lips closed and answered nothing.



At last the judge said to the rich man, "What can I do? This poor man is dumb. He cannot speak a word."

"Oh, sir," cried the rich man. "He can talk as well as you or I. He spoke to me on the road."

"Are you sure?" asked the judge. "What did he say?"

"Indeed, I am sure. He said quite plainly, 'Do not fasten your horse to that tree. My horse is very savage. He will kill yours, Fasten him to another tree.'"

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"Ah," said the judge. "Now I see. If he warned you, he need not pay for your horse. You should have paid attention to his warning."

Then the judge asked the poor man, "Why did you not answer my questions?"

"Can you not see, O wise judge?" the poor man answered. "If I had told you that I warned him not to tie his horse near mine, he would have said it was not true. Then you would not have known which of us was telling the truth.

"I knew, O wise one, that if I let him tell the story alone, you would soon learn the truth."

The poor man's words pleased the judge, and he sent the rich man away without a penny. But he praised the poor man for his wisdom.



The Queen Bee

Once upon a time a King had three sons. The two older brothers went out into the world to seek their fortunes. Soon they fell into a wild, wasteful way of living and gave up all thought of going home again.

The third and youngest son, who was called Witling, set out to seek his brothers.

At last he found them. They laughed to think that he, who was so young, should try to travel alone.

Then they all set out on their journey together.

Before long they came to an anthill. The older brothers would have pulled it down. They wanted to see the frightened little ants hurry off with their eggs.

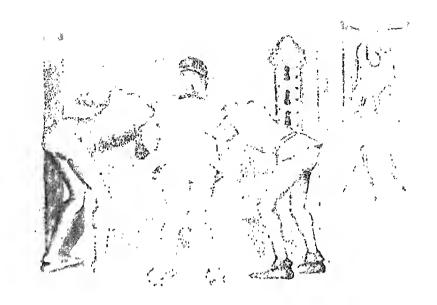
But Witling told them, "Leave the little creatures alone. I will not allow them to be troubled."

On they went to a lake where many ducks were swimming. The two older brothers wanted to catch the ducks and cook them.

> Witling told them, "Leave the poor creatures alone. I will not allow them to be killed."

> > Next they saw a bees' nest in a big tree. The two older brothers wanted to make a fire, to kill the bees, and get the honey.

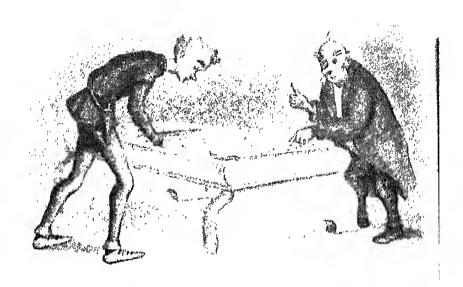
Again Witling said, "Leave them alone. I'll not allow the creatures to be burned."



At last the three brothers came to a castle. As they passed the barns, they saw fine horses standing there, but all were made of stone. No man was to be seen.

The brothers went through the castle until they came to a door which had three locks. In the middle of the door was a small opening through which they could look into a large closet.

There they saw a little old man sitting at a table. They called to him. He did not hear. When they called again, he rose and came to them.



Without speaking a word, he led them to a table loaded with all kinds of good things. When they had eaten, he showed each to a bedroom.

The next morning the little man took the oldest brother to a table of stone. On the table were three tablets. These tablets told that the castle was under a spell. They told how to free the castle from the spell.

The first tablet said, "In the wood under the moss lie the thousand pearls belonging to the princess. All must be found. If one is missing by the set of sun, he who seeks them will be turned into stone." The oldest brother searched all day. But at the end of the day he had found only one hundred pearls. So he was turned into stone.

Then the second brother undertook the adventure the next day, but he did no better than the first. He found only two hundred pearls. So he, too, was turned into stone.

The next day it was Witling's turn. He began to search in the moss, but it was a very tiresome job to find the pearls. At last he gave up and sat down upon a stone.

As he was sitting there, up came the five thousand ants, whose lives had been saved by Witling. Soon they had found all the pearls and laid them before Witling.

Now the second tablet said this: "The key to unlock the door of the princess' room must be fished from the lake."

When Witling went to the lake, the two ducks, whose lives he had saved, came swimming to him. They dived down and soon brought up the key.

The third tablet said, "Choose the most beautiful and the youngest of the three princesses as they lie sleeping.

Now this was the hardest, for all the princesses were beautiful, and all looked just alike to Witling. But before going to sleep the oldest had eaten a piece of sugar, the second some syrup, and the youngest a spoonful of honey.

Then came the queen of the bees, who had been saved by Witling. She tried the lips of all three. At last she rested upon the lips of the one who had eaten the honey.

And so it was that Witling chose the right princess. The spell was broken, and all who had been turned into stone awoke.

Witling married the youngest and most beautiful princess. Then he became king. And Witling's brothers married the other two sisters.









The Carpenter's Secret

Mr. Tompkins was the carpenter in a quiet, little village. There were meadows and hills all around it, and a river running past it. His carpenter shop, in one corner of his back yard, was shaded by a big tree.

All the people of the village liked the carpenter, because he was friendly and did his work well.

But the children liked him best. Almost every day some of them came to play in his back yard. They thought the carpenter was a wonderful man, because there was hardly anything he could not make with his tools.

He made bows and arrows and little cork sailboats for the boys. He made big wooden playhouses for the girls.

Sometimes, when he was not too busy, he would take the children into the country for a hike.

One summer morning the carpenter was standing in the door of his shop, watching the children playing in his yard.

"Boys and girls," he called. "How would you like to go for a hike today? How about a wiener roast in the woods?"

All the children crowded around him, jumping and shouting.

"Whoopee!" they cried. "A wiener roast! May we start right away, Mr. Tompkins?"

"We will have to get the wieners, first. Won't half a dozen wieners and three or four buns for each of us be enough?" the carpenter asked, with a twinkle in his eye. "Suppose we start right after lunch."

"Goody!" cried the children. "Where are you going to take us, Mr. Tompkins?"



"That's a secret," the carpenter smiled. "It's not the usual place."

It was quite a party that set out an hour later. There were six—Kay, Marcia, Ruth, Bob, Paul, and Mr. Tompkins. The boys carried big bundles of wieners and buns.

They followed a road out of town, passing some grassy meadows where daisies grew. Soon they left the road and walked across a field to a shallow stream.

"We'll follow the stream up the valley," said Mr. Tompkins. "It will take us close to the place where we are going."

"But you haven't told us where we are going," Bob reminded him.

"It's a place I know about, back in the hills," the carpenter answered. "It will be just right for a wiener roast."

The valley looked wild as they followed the path beside the stream. The thickness of the woods made it hard to travel.

"Do you suppose Indians used to come here, Mr. Tompkins?" Paul asked.

"Yes," the carpenter told Paul. "The Indians used to hunt over all these hills. Once, a good many years ago, I found one of their flint arrowheads lying in the bed of the stream up here. It was made of the hardest flint I ever saw."

"I wish I could find a flint arrowhead," Bob exclaimed.

But just then Paul cried, "Come, quick! I've found something. I've found a turtle!"

"Sure enough," said Mr. Tompkins, as everyone gathered around. "And it looks like a very old one, Paul."

"What a pretty shell!" Marcia exclaimed. "It's all spotted with patches of yellow and black."



Mr. Tompkins picked up the turtle and bent over it. He gave a whistle of surprise. "Look, children!" he said.

On the turtle's flat, lower shell there was carved a name and a date.

"John Van Horn," Mr. Tompkins read.
"And here's the date. Someone carved this over thirty years ago."

"More than likely some boy cut this with his jackknife," he added. "Although the boy is now a man, the old turtle is still walking about in the woods."

"Maybe the boy was out for a wiener roast, just as we are," said Kay.

Mr. Tompkins laid down the turtle and looked at his watch. "Dear me," he said. "How fast time passes in the woods. We had better be moving along."

"Can't we wade in the stream first?" the children asked.

"For a little while," Mr. Tompkins told them. "But you mustn't wade very long."

Almost before he had finished speaking, the children were making a dash for the stream. There had not been such splashing and shouting in the valley for many a day.

By and by Paul waded up to the shore, calling, "I'm hungry."

"So am I," the others cried all together, as they raced for their shoes and socks.

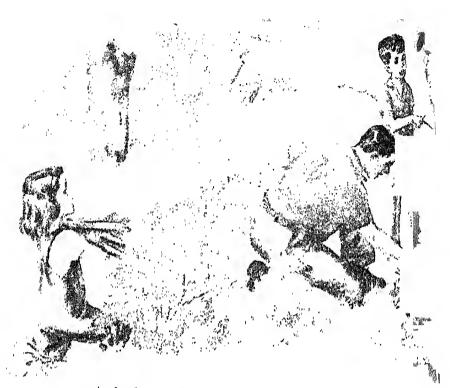
"Our picnic place is just ahead," Mr. Tompkins told them. "Follow me."

He led them along an old, half-hidden path. Suddenly they came out into an open place on the hillside.

For just a second the children stood still, their eyes wide with wonder. Then they all began to shout.

"A cave!" they cried. "Let's explore it!"





A ledge of rock formed a roof for the cave. The smooth, hard earth made a good floor.

"Let's build the fire first," Mr. Tompkins reminded them. "You girls can gather the firewood. Boys, get out your knives and cut sticks to roast the wieners."

Mr. Tompkins, as usual, built the fire without matches. Everyone gathered round it to roast the wieners.



What a meal it was! They had wieners, buns, apples, and marshmallows. And there were some jelly doughnuts which Mrs. Tompkins had made.

When they had finished eating, the children stretched out on the ground and sang songs. Then they explored the cave. They were sorry when it was time to start for home.

The sun was just setting as they looked down from a hilltop and saw their village. They could see their school, the stores, and the houses among the trees. Beyond them they could see the river.



"Oh, Mr. Tompkins!" Kay exclaimed. "Isn't it a pretty town! It looks as if it were made of tiny houses like the ones you carve in your carpenter shop."

"It is a pretty place," the carpenter agreed. "I believe it is pretty to us because it's our town."

"Won't we have more wiener roasts this summer?" Marcia asked.

"Will you teach us to build fires without matches?" asked Bob.

"I shouldn't be surprised," chuckled Mr. Tompkins.



For Miss Malinda

For a whole week John Henry had been wondering and wondering.

"What can I do for Miss Malinda when she comes to our house next week?" John Henry wondered.

Miss Malinda was the teacher at the school where he was a pupil. Every pupil in the school loved Miss Malinda. John Henry thought she was the nicest teacher in the world.

John Henry was very glad when his mother told him that Miss Malinda would spend a week at their home. All of his brothers and sisters were glad, too. There were seven children in the Apple family.

This happened many years ago when your great grandfather was a boy. In those days most schools had just one teacher.

The teacher would take turns staying with different families. She would spend a week with the Colemans, a week with the Jacksons — every week with a different family.

Each family did its very best to make things pleasant for the teacher.

The mothers always put the best quilt on the teacher's bed. They took out their best dishes and cooked the finest food for the teacher.

For a long time the Apple family had been planning what they would do when the teacher came to their house. Each one would do the thing he could do best. Mother would make her very finest cake. Father would go to the cellar for the jelly which had won a blue ribbon at the fair.

Mary and Nancy would make bread. Joe and Bob would go after Miss Malinda with the horse and buggy every evening. They would take her to school in the morning.



The twins were only three years old, so they could do nothing but laugh and act cute for the teacher.

"Now what can I do for Miss Malinda?" wondered John Henry, over and over.

John Henry could not make bread. He was too young to handle the horses. He was too old to act cute like the babies.

There was one thing which John Henry could do very well. He could run. When the pupils had races at school, John Henry always won.

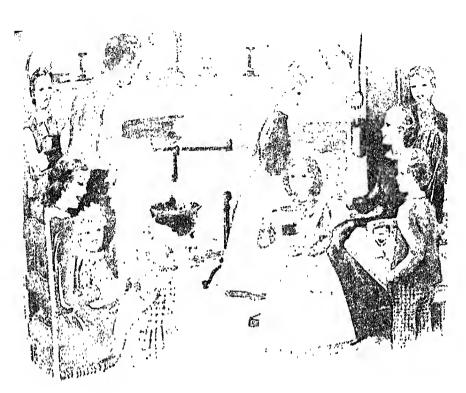
"But what good will that do when Miss Malinda comes?" he wondered.

When the wind blows cold outside, and the fire is warm inside, a teacher does not think of running. She wants to sit beside the bright fire, to eat good food, drink cider, and listen to music.

It turned cold the first evening Miss Malinda stayed there. Father and the boys put big logs in the fireplace. Mother and the girls cooked a fine supper.

"What a pleasant time we are having!" said Miss Malinda.

John Henry felt dissatisfied. "I have not done anything special for Miss Malinda," he thought.



When supper was over, Bob brought up sweet cider from the cellar. Joe cracked nuts. The girls poured cider and picked out the nuts for Miss Malinda. The twins laughed and acted cute.

Everyone had a lovely time except John Henry. He had not done anything special for Miss Malinda.

At last everybody grew sleepy and went to bed.

John Henry knew his brothers would get up early in the morning and go hunting. Then the teacher could have fried squirrel for breakfast.

When John Henry was falling asleep, he thought, "Maybe I should learn to cook."

It seemed that he had hardly closed his eyes when he felt his mother shaking him. He sat up quickly.

"I need you, John Henry," his mother said. "It is morning. The fire has gone out. You run so fast that you are the only one to do it. Won't you take the little iron pot and run quickly to Mrs. Crane's to borrow some coals?"

In those days there were no matches, and fires were not easy to start. But, with hot coals, it did not take long to have a bright blaze in the cookstove and in the fireplace. John Henry dressed quickly.

Everyone was busy except John Henry. And nobody in the family could run so fast as John Henry.

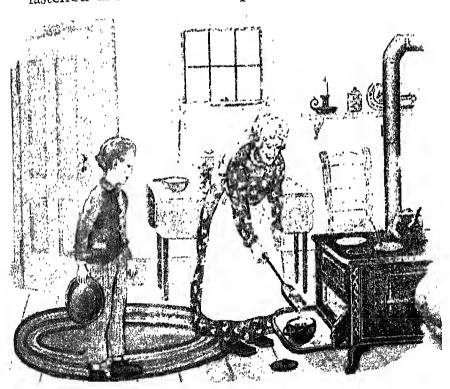
"Hurry," said his mother.

John Henry took the iron pot and ran like a rabbit down the pasture road to old Mrs. Crane's cottage.

"May I borrow some coals from you?"

he asked.

The old lady put some ashes into the little pot and a shovelful of coals on top of the ashes. She put in some more ashes and fastened the cover on the pot.



"Run like the wind," she said.

John Henry took the pot of coals and ran like the wind, all the way home.

"It's lucky we have a fast-running boy in the family," said his mother.

Breakfast was ready before seven o'clock. There were hot biscuits and fried squirrel.

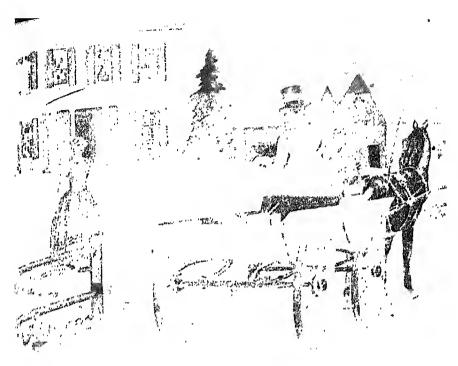
The house was nice and warm. Flames cracked and popped in the cookstove in the kitchen. Flames blazed and danced in the fireplace in the parlor. Miss Malinda held out her hands to the fire.

"I always like a good breakfast," she said, "but there is nothing I like better than a bright fire in the fireplace."

Mrs. Apple smiled at John Henry. "John Henry brought us the fire this morning," she said. She told how John Henry ran to Mrs. Crane's and borrowed the coals.

"Thank you, John Henry!" said Miss Malinda. "Thank you a thousand times."

Now John Henry felt satisfied. He had run like a rabbit for Miss Malinda.

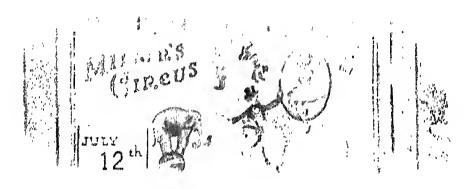


Circus Day

One day a man came driving along the road. He had a little one-horse wagon, drawn by a shiny black horse. In the wagon was a big roll of paper and a box of nails. He stopped at the red-brick house.

"May I put a bill on your barn?" he asked. "It is a circus bill. Miller's circus is coming to Johnsonville on the twelfth of July."

Rachel told the man he might put the bill up, and all the children went to watch him. It was a big, colored picture, showing animals, clowns, and a beautiful lady with pink hair. She was jumping through a hoop from the back of a horse.



"That is the most beautiful lady I have ever seen," exclaimed Penny, pointing to the picture.

"Is the circus as fine as that picture?" asked Milly.

"Finer, finer," answered the man. "This is the finest circus in the West. It is a three-ring circus with dangerous animals and many wonderful acts."

When the man had finished putting up his bill, he went back to the house.

"How many are there in this family?" he asked.

"There are ten of us," said Rachel.

The man gave Rachel ten tickets for the circus.

The children could hardly wait to go to the circus. It would be three weeks before the twelfth of July.

"We shall have plenty to do getting ready to go," Rachel told them.

All the children must have clean clothes.

The girls' best dresses needed to be let down and pressed, because the girls were growing so tall. So it took plenty of time to get all the clothes ready for the great day.

Everybody in the brick house got up early the morning of the circus. They had a lot of work to do before they could start. They had to milk the cows and feed all the animals, and they wanted to be in town in time to see the parade.



By seven o'clock they were on their way to Johnsonville in the carriage. Allen had a new carriage now. It had two seats.

There was a big crowd in Johnsonville that day. People had come from far and near to see the circus. Some came in wagons drawn by oxen. Some came on horseback. Some came in carriages like Allen's. Some walked.

Everyone was there — grandfathers and grandmothers and dozens of little babies.

Allen drove his horses to the courthouse rail and tied them. The courthouse was a red brick building in the middle of the town. There was a rail built all around it, so that people would have a place to tie their horses when they came to town.

Soon the parade came by. What a grand parade! There were bright, painted wagons, drawn by proud, high-stepping horses.

There were cages with animals in them. There were camels and elephants. There was a wagonload of little monkeys, playing and chattering.

There were clowns, and beautiful girls on horseback.

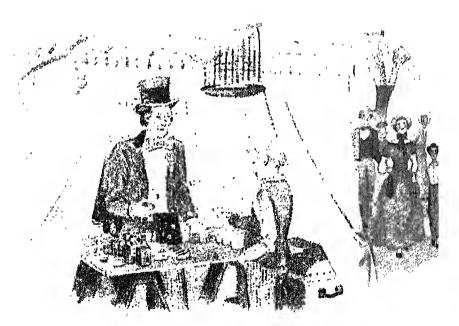
Penny looked as hard as she could look. But she did not see the beautiful lady with the pink hair, whose picture had been nailed on the barn at Smiling Hill.

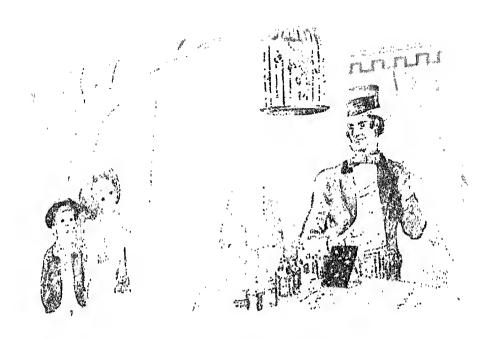
After the parade all the family walked around the town. There was a tent at the end of the street, and a man was selling things from it.

He had pretty pins of all colors, pills for every sickness, soap, medicine for horses, candy, and oil for the hair.

In a cage just outside the tent was a big green parrot who screamed at the people: "Come and buy! Come and buy! Buy a ring for your lady. Buy a bottle of medicine for your horse. Buy some oil for your hair. Come and buy!"

Martin bought a cake of soap to take home to Grandfather, and a red-glass pin for Grandmother. Milly bought a bag of red candy for everybody.





"What do you want to buy, little lady?" the man asked Penny.

"I want to buy the parrot," said Penny. But the man would not sell the parrot.

Outside the big circus tent were the side shows. Each side show was in a little tent by itself, and outside each side show was a man calling the people to come in.

"The side show is starting. Come in and see the dancing bear. Come in and see the talking mule. Come in! Come in!"

At last it was time for the big tent to open, and they all went in. There was a man inside selling hot doughnuts, and Allen bought a big bag of doughnuts for the children to eat.

It was a fine circus, with things going on in all of the three rings all the time. The lions roared. The bears jumped over broomsticks. The elephants marched and stood on a big drum. Beautiful girls rode horses around the ring. Monkeys swung on hoops. Clowns made everybody laugh.

"I shall never forget this circus," said Lucy, as they went home. "When I grow up, I want to be in a circus. I want to ride a pony and jump through hoops."

Penny said, "But I looked and I looked and I looked all over the circus. But still I did not see that beautiful lady with pink hair, whose picture is nailed on the barn."



How the Circus Has Changed

Can you imagine a circus without a tent? One hundred years ago the circus did not have a tent — only a sawdust ring with a white canvas fence around it.

The circus was very much smaller than it is today, too. Usually it had only nine horses and eleven men. The actors did stunts while riding horseback. They rode standing up. Sometimes they balanced on one foot.

The only music for the circus was made by a hand organ, a trumpet, and a drum. Yet there was almost always a clown to do funny stunts between the acts.

Since there were no lights in the early days, the circus could be seen only in the daytime. The circus played by day and traveled by night. The circus people packed everything into wagons and moved from village to village.

The villagers were always delighted to have the sound of a trumpet awake them on a summer morning. For that was how they knew the circus was in town.

After a few years the circus had a tent. The acts were put on in the ring in the middle of the tent, and the people sat on seats around the ring. The circus carried this tent with it everywhere it went.

As the years went by, the circus used bigger and bigger tents. At last the tents were so big that people at the back could not hear the clowns and ventriloquists.

Then the circus became a three-ring circus. After that, no matter where people sat, they could hear and see something.

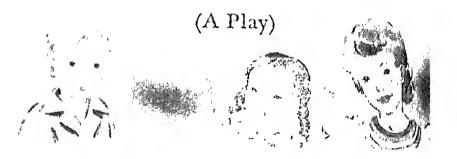
Today the circus needs not one but many tents. There are tents where savage animals can be seen, tents for side shows, tents where ice cream and balloons are sold, and tents where the actors dress.

But the best part of the circus is the show in the big tent, or "big top." Here the people see the funny clowns and watch the animals do their stunts.

Today the circus travels by train. A large circus may have over one hundred railroad cars to carry the animals and actors. Over a thousand people are needed to run the show. No wonder people are excited when the "big top" comes to town.



Cats, Dogs, and Little Fishes



The People: Johnny Jane Mother.
The Time: A rainy afternoon in summer

Johnny: (Looking sadly out of one window)
It's raining!

Jane: (Looking sadly out of another window)
It's pouring!

Johnny: It's raining cats and dogs.

It's raining little fishes.

It's raining big green frogs.

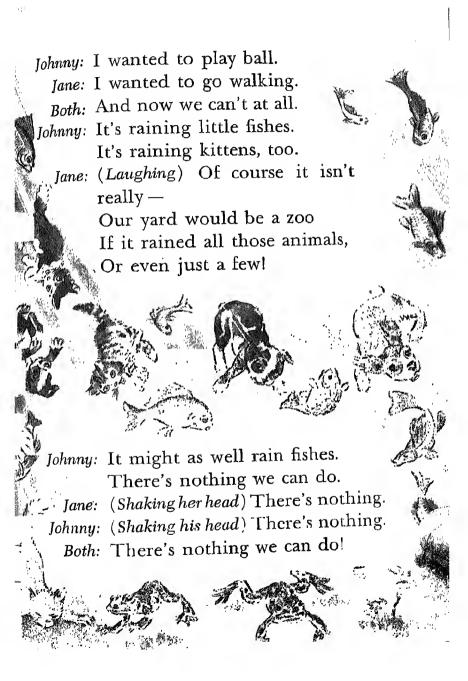
Jane: Of course it isn't really.

I'm looking at the yard—

It isn't raining animals,

But, oh, it's raining hard!

Johnny: (Sighing) I'm sorry. Jane: (Sighing) I'm sorry.



(Mother comes in with her mending basket. She is singing a gay little song.)

Mother: Listen to the rain

As it taps and knocks.

My, but it's a lovely day

To mend the children's socks!

Listen to the rain

As it drips and pours.

My, but it's a lovely day

To stay indoors!

Johnny: Lovely?

Jane: Mother!

Both: What a thing to say!

Johnny: There's nothing we can do.

Jane: There's nothing we can play.

Mother: What! Why, children,

I think rain is fun.

I find so many things to do

That really should be done.

Johnny: We haven't many things to do.

Jane: We haven't even one!

(Mother starts to mend the children's socks.)

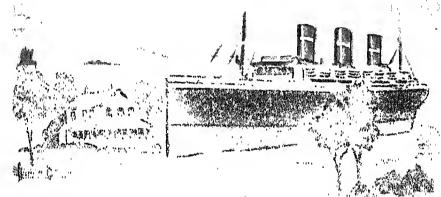
Mother: There must be something.

I know! Let's take a trip!

Johnny: A trip?

Jane: Why, Mother,

We'd have to use a ship!



Mother: Let's go on a trip

To a great big zoo,

And look at all the animals,

And birds and fishes, too.

Jane: But, Mother, it's raining!

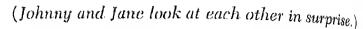
Johnny: You surely must have seen -

Jane: It's raining cats and puppy dogs.

Johnny: Is that the zoo you mean?

Mother: We'll go to the zoo,

But we'll never leave the house!



Mother: We'll see some animals

As little as a mouse.

We'll see some others

Taller than the door

Some will have two legs,

And others will have four

Johnny: Really?

Jane: Truly?

Mother: Here is what we'll do.

We'll go on a trip.

Through the dictionary zoo.

Johnny: Dictionary?

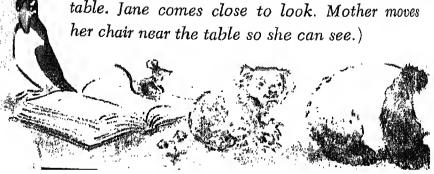
Jane: Dictionary!

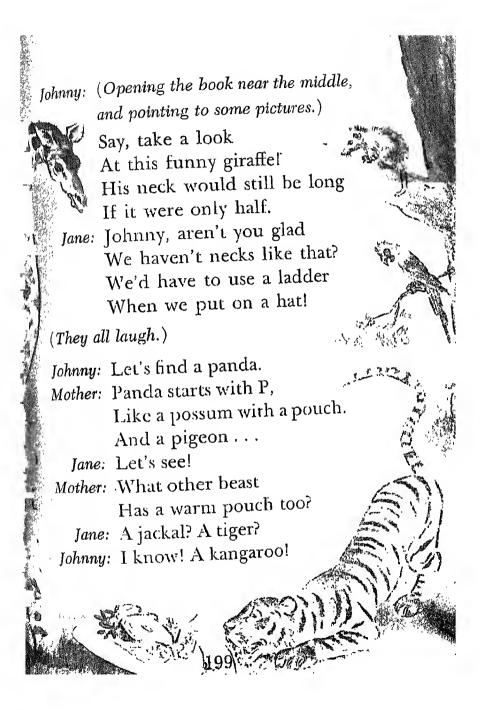
Mother: Dictionary zoo.

Run and get it, Johnny,

And we'll start going through.

(Johnny gets the dictionary and puts it on the table. Jane comes close to look. Mother moves





Jane: Aren't camels funny,
The way that they grow bumps?
I'm glad that my back
Has no hilly lumps.

Mother: Would you rather be a camel,

Or a kinkajou?

Jane: (Turning toward back of book)
I'd rather be a widgeon
In a dictionary zoo!

Johnny: Let's turn to F

For a fox and fawn.

Jane: (Looking) A fox is here...
But the fawn is gone.

Johnny: I can't find a goat!

Jane: I can't find a kid!

Mother: (Laughing) Maybe they went

walking.

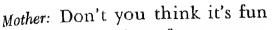
Do you think they did?

Jane: Owls look sober.

Johnny: Where's a big raccoon?

Jane: Can we find the cow

Who jumped over the moon?



On a rainy afternoon—

Johnny: Rainy?
Jane: Rainy?

Both: (Laughing) Goodness, we forgot!

Jane: We said we didn't like it, But we like it now a lot.

Johnny: It still is raining fishes,

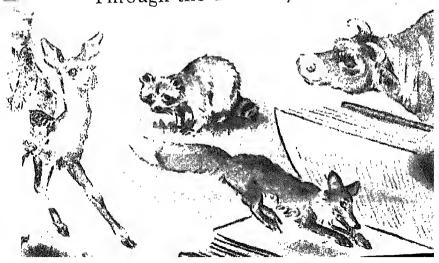
And cats and puppies, too. But we're having fun . . .

Both: And we aren't half through.

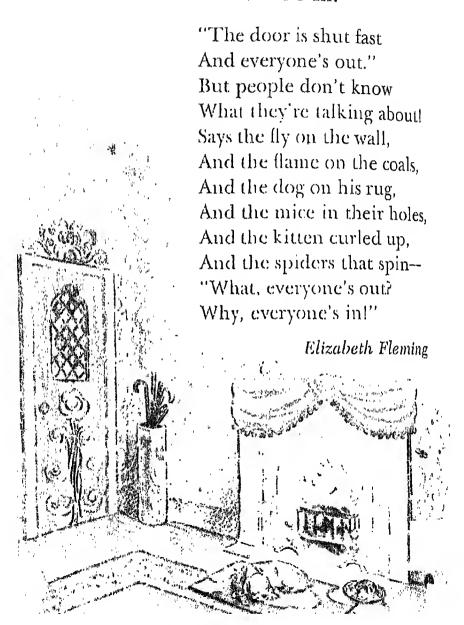
Jane: Every time it's rainy,

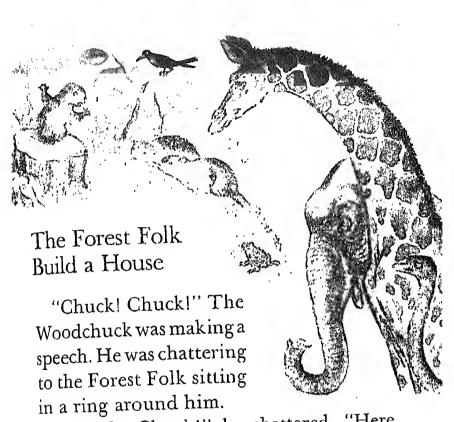
I know what we can do —

All: Take another trip
Through the dictionary zoo!



Who's In?





"Chuck! Chuck!" he chattered. "Here we are, doing nothing at all. We should get together and do something worth while. We could build us a house like a man's house."

The Forest Folk thought his idea was wonderful. The Ostrich, the Elephant, the Beavers, and the Toad were ready to start building the house that very minute.

"Chuck! Chuck!" said the Woodchuck. "Let us see first what each of us can do."

The Beaver flipped his tail against the ground. "I," said the Beaver, "can cut the logs for the house."

"I," said the Elephant, "can carry the logs and set them in place."

"I," said the Ostrich, "can gather the nails to nail the logs together."

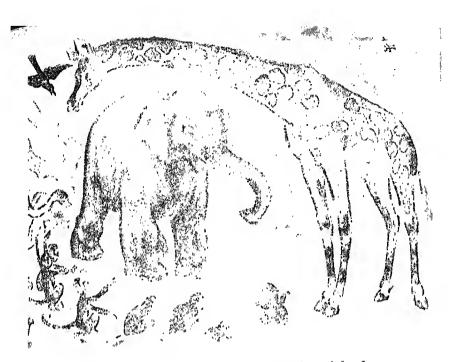
"If you do not forget and eat them," snapped the Turtle.

"Chuck! Chuck! This is no time to start an argument," scolded the Woodchuck.

"I," the Woodchuck continued, "can dig the four holes for the four corner posts of the house." The Woodchuck was always ready to work.

The Monkeys began to chatter. "We," they said, "will nail the logs together."

At this point the Giraffe began making signs with his head. A giraffe, you see, has no voice. So the Crow offered to tell them what the Giraffe meant.



"He wishes to let you know," said the Crow, "that he will bring the branches and the straw to make the roof."

"Thank you," trumpeted the Elephant.
Then the Turtle spoke up. "I," said the
Turtle, "can carry bricks on my back from
a brickyard. You will want a chimney, of
course."

"Of course," said the Forest Folk.

The Woodchuck said, "Chuck! Chuck! The Monkeys can put the bricks in place."

"I," said the Crow, "will bring seeds for the window boxes. Then flowers will grow and make our house beautiful."

The Toad croaked, "I will explore the window boxes. I will eat the bugs that would kill the plants."

Only the Canary was left. She perched on a nearby tree and sang:

"I will fly into the house And fill it with song. I will make sweet music The whole day long."

"Let us begin," said the Woodchuck.

They all agreed the first thing to do was to choose a place. The Beavers and the Turtle thought it ought to be wet. The Elephant and the Ostrich were sure it ought to be dry.

To stop the argument the Woodchuck chose a place on the side of a hill. It was rocky and dry, but there was a little brook running through the center. It was both wet and dry. Everyone was happy.



They all went to work. The Beavers cut the logs. The Elephants carried the logs. The Woodchuck dug the four holes. The Ostrich brought a lot of nails. The Monkeys used rocks as hammers and nailed the logs together.

The Giraffe brought many long branches and grasses. She made a good roof.

As soon as the Turtle brought the bricks, the Monkeys and the Beavers started work on the chimney. The Monkeys put the bricks neatly in place, while the Beavers flipped mud on each brick with their tails.



The Grow brought many seeds and dropped them into the window boxes and into the box over the doorway. The Toad worked hard, and the vines grew and grew. The vines over the door hung down and made a lovely green curtain.

At the last minute the Spider appeared. Nobody had asked him to help. He came anyway. "I," said the Spider, "will spin a web for each window to keep out the flies."



It really was a wonderful idea. All of the Forest Folk disliked flies.

When the house was finished, it was very beautiful. Even the Turtle praised it.

The chimney was straight, as a chimney should be. The front door was useful. It didn't have to be opened and shut when you went in or out. The Spider's webs were lovely when the sun was shining on them.

The Woodchuck led the way as they marched inside.

The Monkeys went to the rafters. The Elephant, the Giraffe, and the Ostrich each took one dry corner.

The Beavers began to build a dam in the little brook. The Turtle rested on a log, where a beam of sunlight made spots of brightness.

The Woodchuck took the last corner and began to dig. Only the Crow stayed outside. He roosted on the chimney, on guard.

Everybody began to live for himself in his own way.

The Canary fluttered about. She began to sing. She sang with all her heart.

Her singing upset the Giraffe. He began bobbing his head. That made the Monkeys laugh. They were eating bananas, and they tossed a skin at the Giraffe's head and missed. The skin hit the Elephant.

"Ho, Ho, Ho," trumpeted the Elephant. "Two can play at that game."

He threw up his trunk and blew water over the Monkeys, making them sneeze.

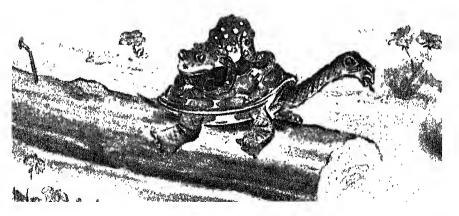
This frightened the Canary, and she fluttered through the window, taking the Spider's web with her.

The Spider was very angry. He bit the Giraffe, who shot through the front door, taking all the green vines with her.

That did it! "Tear the house down!" shouted the Monkeys, who thought a fight was great fun. Bricks came raining down from the chimney.

The Beavers gnawed at the posts. They began to tremble. The Elephant leaned up against the walls. They began to crack. The Giraffe pulled bunches of grass from the rafters. They began to fall.

Crash! Smash! The lovely house was ruined. It lay in a heap on the ground. The Toad hopped onto the back of the Turtle. The Turtle disappeared down the stream, hissing as she went.



The Woodchuck looked at the ruins. "Chuck! Chuck! Chuck!" he said. The Ostrich howled. She would not live with the Beavers. They had built a dam in the brook and had made the floor wet.

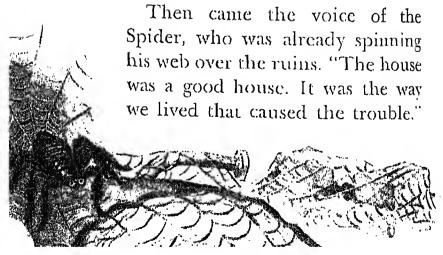
The Monkeys did not like the way the Elephant tossed water on the rafters. The Giraffe thought the Canary was noisy.

No one wanted to live with anyone else.

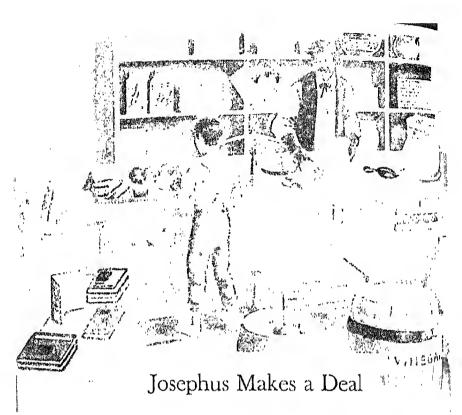
"Chuck! Chuck!" said the Woodchuck, who disliked an argument. "We'll build another house."

"Build another house," the Beavers said, flipping their tails.

"Build a better house," the Elephantsaid, nodding wisely.



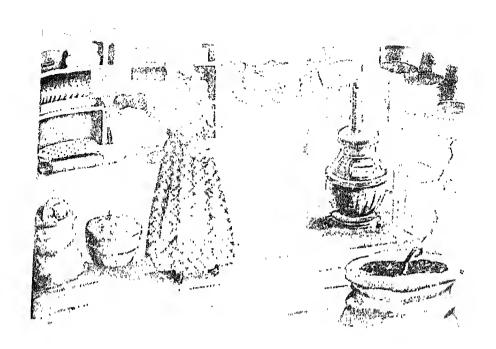




One day Josephus went down to the store to buy some salt for his mother.

Josephus was nine years old. He lived a great many years ago, about seventy-five or a hundred. Josephus had bright blue eyes, brown hair, and several freckles scattered over his face

The store was at the Crossroads, and it had nearly everything in it.



"Perhaps I can find something to buy formy parents' birthday present," Josephus said to himself, as he looked around the store.

His father and mother were different from most parents. Their birthdays were on the same date, but they were not the same age.

This year his father would be thirty-one years of age, and his mother would be twenty-nine. Josephus wanted to buy them something very nice.

He had twenty-five cents to spend for a present. That was a good deal of money seventy-five years ago.

While the storekeeper poured out the salt, Josephus looked at glass jars of candy and a tray full of tops and whistles. But his parents were too old for such things.

He looked at pearl-handled knives and pretty story books. But knives and books cost much more than twenty-five cents.

Josephus paid the storekeeper for the salt and started home. He was thinking so hard that he did not know he was carrying the salt upside down. Soon he felt something on his bare toes.

When he looked down, the last of the salt was just spilling out over his toes.

"Oh dear," said Josephus, feeling as if he wanted to cry.

Just then a buggy came rolling down the road. It was a fine, shiny buggy. A fat, gray horse was pulling it, and a grand-looking man was riding in it.

"Why are you looking so sad?" asked the man, stopping his horse and buggy.

Josephus told him.

"That is nothing to cry about," said the man. "I'm going to the Crossroads this very minute. Get in and ride with me."

Josephus still felt sad because now he would have to spend the birthday money for more salt.

As they drove along, the fine man told Josephus about his business.



"I am a traveling photographer," he said.
"I go around taking pictures of people.
My pictures are the finest in the country."

Then he showed Josephus some of the photographs which he had taken. They were beautiful, indeed. They were made on tin, and each picture was in a little case of red velvet.

Now Josephus knew what he wanted more than anything in the world for his parents. He asked how much the pictures cost.

"Three dollars each," said the man.

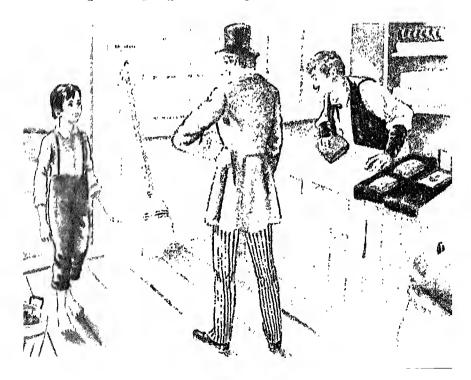
At the store Josephus bought more salt. Now he had no money. He waited while the photographer showed his pictures to the storekeeper. Then Josephus heard the man say, "I can stay at the Crossroads six weeks, taking pictures of people."

"I would like one of those photographs for my parents' birthday present," Josephus thought. "But I have no money, not even a penny, to have my picture taken." When he got home, his mother said, "Josephus, I thought you would never get home with the salt."

Believe it or not! Josephus had been admiring the pictures so much that he had forgotten the salt! So he had to go back to the store once again.

The storekeeper was amazed to see him again. He laughed when Josephus told him about forgetting the salt.

The photographer laughed, too.



Then he said, "If my pictures seem that fine to you, surely you could make them seem worth while to other people."

He went on talking. "If you can get ten people to have their photographs taken, I will take one of you free."

Josephus thought this a wonderful idea and started out at once. This time he had not forgotten the salt.

"May I go walking a while?" Josephus asked his mother. "One needs to walk, or one will grow too fat and lazy!"

"What's wrong with you? You're already as thin as a green bean," said his mother, but she allowed him to go.

Josephus went to all the houses along the road. He told the people about the traveling photographer and praised the beautiful pictures. At each house he talked just long enough to make someone decide to have a photograph taken.

This took a long time at some houses and a short time at others.

Josephus spent several days of walking and talking to get ten people interested in the idea. But he did not give up until he had all ten of them.

On the day his picture was to be taken, Josephus was frightened. He had on his best suit, and his hair had been brushed with oil to make it lie flat.



Josephus had to sit in a tall, stiff chair. The photographer put a heavy, iron ring behind Josephus' head to hold it straight.

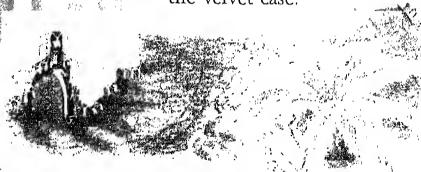
The photographer put a black curtain over his own head. Then he called in a loud voice, "Watch for the bird!" And he snapped the picture.

On his parents' birthday, Josephus had a lovely gift for them. It was a tin picture in a red velvet case. Anybody would have known it was Josephus, although he looked strange. His head seemed stiff because his collar was too small.

But his parents were proud of the picture.

They were more proud than ever when they learned how hard Josephus had worked to earn the gift.

They bought a table just for the picture. The table stood in the center of the parlor where every caller could see and admire the photograph of Josephus in the velvet case.





The Sweet Tooth of Sing Hi

Sing Lo sat back on his heels and looked at his garden.

On his right were neat rows of carrots, beans, and lettuce. On his left were yellow daisies, moss roses, and tall blue larkspur. They made gay strips of color across the rich brown earth.

Sing Hi stood, his feet far apart, glaring at Sing Lo.

"Pah!" said Sing Hi. "You! You think of nothing but gardens, seeds, and flowers! To think of those always and nothing else is like a girl!"

Sing Lo and Sing Hi were cousins, both ten years of age. Until a few days ago the two little Chinese boys had played together, worked together, and shared all they had.

But now Sing Hi glared angrily at Sing Lo. Sing Lo sat on the ground and looked sadly up at Sing Hi.

Mr. Sing, the father of Lo, owned a great garden. And Mrs. Sing, the mother of Lo, did fine laundry for many people.

Sing Lo liked working in his father's garden. He liked running from door to door in the town, with a great basket of fresh vegetables on one arm. On the other, he carried a basket of bright flowers.

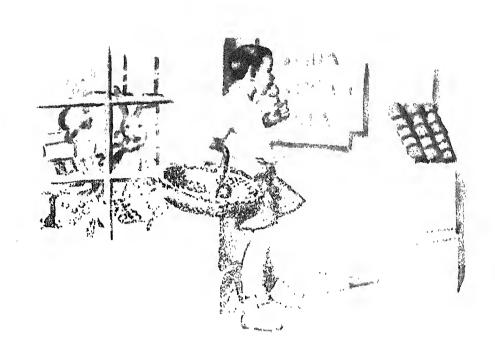
People liked Sing Lo's wide, merry grin. They liked to see Sing Lo tip his cap in the American way and shake hands with himself in the Chinese way.



And so Sing Lo always came home with a pocket full of pennies and an empty basket.

Mr. Sing had been so pleased with his son that he had marked off a patch of rich brown earth. He said to Sing Lo, "Look, my son. This is your garden. All the joy and all the money you gain from this spot will be your own."

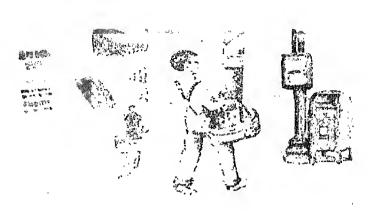
Sing Lo and Sing Hi had always worked together, played together and shared all they had. And so Sing Lo had asked Sing Hi to share his garden with him.



The two boys had dug in the garden and planted many seeds. Rain and sunshine had helped them. Soon the rich brown earth was marked with neat rows of vegetables and gay flowers.

Then, from door to door in the town, Sing Hi and Sing Lo had gone. And both boys had carried great baskets on their arms.

But the baskets would soon be empty, and Sing Lo's and Sing Hi's pockets would be full of pennies and nickels and dimes.



Then trouble came into the garden of beans and larkspur, and the cause of the trouble was a sweet tooth. Ah, yes, the whole trouble was caused by the sweet tooth of Sing Hi!

Sing Lo wanted to save all the pennies, nickels, and dimes until there was a great pile of them. Then he and Sing Hi could buy some fine thing, some beautiful thing, that they could share.

Sing Hi wanted to run to the candy shop. He wanted to spend all they had earned for lollipops and sticks of peppermint with red stripes winding around them.

Sing Lo said it would be better to buy some beautiful thing that would last, rather than to buy candy, eat it, and have nothing. But Sing Hi said he was through with the silly old garden, through running about town with a big heavy basket on his arm. He even said that he planned to earn more money than Sing Lo had ever heard of.

He, Sing Hi, would run along the beach when the tide came in. He would gather up the shells that the waves brought in from the sea and tossed upon the sands. He would polish these shells and sell them.

And really, dimes and nickels could be gained that way. Well-polished shells could be sold at a shop in the town.

And if he was lucky, he would find a big abalone clinging to the rocks, waiting for the tide to carry it back into the sea. Ah, then he would be happy indeed!

When an abalone shell is very carefully polished, beautiful colors appear on it. It looks like a rainbow dropped into a bowl of pearl.

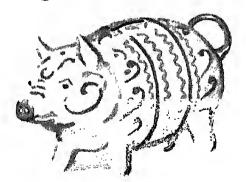
A shopkeeper would pay many pennies for a well-polished abalone shell.

So Sing Hi stood in Sing Lo's garden. In his fat little hand he held a small hatchet to use for prying shells off the rocks. And he laughed at Sing Lo.

"You! You sell flowers and vegetables," he cried. "You are paid many nickels and dimes for them. And then what do you do? Why you poke the money into the china pig bank. Or you run to the store and buy more seeds and poke them into the ground. Pah! You are a silly fellow indeed."

"But cousin," said Sing Lo, "when the china pig is full of dimes and nickels, we will open it. Then we can buy something beautiful, something worth while.

"Look cousin, if you would only help me here in the garden, we would share the beautiful thing that we would buy."



"Pah!" cried Sing Hi. "To think only of beautiful things, gardens, and flowers is like a GIRL! Me, I am strong. I will run behind the waves and gather up fine shells to sell. I will climb the rocks. With my hatchet I will pry loose the shells that cling there, before the tide carries them away.



"Ah, Sing Lo! Your mouth will water when you see the great bag of lollipops that I shall buy with the money I earn! I will stand before you and eat and eat."

And Sing Hi danced about for joy.

Yet Sing Hi was not really happy. And he had a feeling deep down in his heart that Sing Lo was right.

Slowly Sing Lo dug in the earth.

"Cousin Sing Hi," he said. "Do not be angry. But it seems to me that you are growing fat! Your arms soon tire when you help me to carry the baskets of vegetables and flowers. Could it be that you eat too many lollipops and peppermints?"

"Pah!" repeated Sing Hi angrily. "You and your china pig! You and your garden!"

Snatching up his hatchet, he ran away toward the sea.

The strip of sand at the foot of the rocks was not very wide, because the tide was coming in.

Waves rolled in, blue waves edged with lacy white foam. They left behind them shells and bits of seaweed.

"Now," said Sing Hi as he ran, "this is what I get for wasting time talking to that silly Sing Lo!"

Sing Hi went on, "The tide will soon cover the sand. I have little time to gather shells today."

Then he looked up at the high rocks. Clinging there, just over his head, he saw an abalone. A grand, large abalone!

"Ah, beautiful one!" shouted Sing Hi.
"I will soon have you down from there! I will give your shell such a rubbing and polishing that you can be sold at the shop for a handful of dimes!"



Climbing upon a stone, Sing Hi slipped his hatchet under the edge of the shell and tried to pry it loose from the rock. But the abalone stuck fast.

"Ha!" shouted Sing Hi. "So you will not come down! Well, we will soon see which is the stronger, a silly shell or Sing Hi."

He slipped his fingers under the edge of the shell and pulled. The abalone was so high that it was hard for Sing Hi to pull.

Perhaps the abalone thought the small fingers were something for dinner. Who knows what an abalone might think?

Anyway, it pulled its shell closer to the rock, holding Sing Hi's fingers fast.

Sing Hi tried to get free. He shouted angrily at the abalone. "Let me loose! Do you think you can hold me here? I am Sing Hi, and I am very strong! I will show you what I will do to you!"

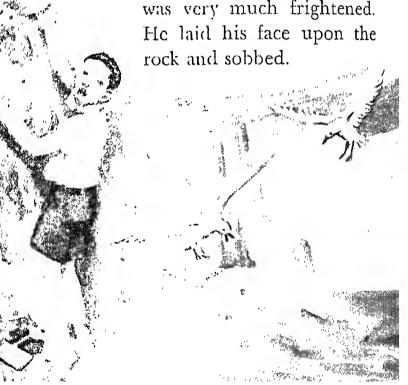
But, standing tip-toe with his arms held high over his head, poor Sing Hi could do nothing at all!

When he thought of the tide coming in, he was frightened. "Help!" he shouted. "Does nobody care that poor Sing Hi stands here, waiting for the tide to grab him up?"

Two sea gulls came and flew around him. crying. The sea slipped gentle, blue, foamy fingers a little higher on the rock.

> Perhaps the tide would not come up much higher.

But one small Chinese lad was very much frightened. rock and sobbed.



The China Pig of Sing Lo

Sing Lo worked all alone in his garden. With his finger he poked holes in the earth and dropped a seed into each hole.

Sing Lo missed Sing Hi. He wanted to toss the seed into the air and run to find his cousin. He wanted to tell him they would spend all the money for candy, if only they could be together again.

Then Sing Lo's mother called, "Sing Lo, son, I have washed so many clothes today that I haven't enough line to dry them. Run quickly to the town. Buy as strong a line as you can find for fifty cents."

Sing Lo did not want to go to town. He felt tired and cross. But he had been taught that Chinese children must do as their parents tell them.

He took the money from his mother's hand and trotted away toward town. Sing Lo ran so fast that the cool wind from the sea whistled past his ears.



In the shop in town Sing Lo bought a long and strong clothes line that cost fifty cents. As he trotted back along the high rocky path above the beach, he heard the tide whispering below on the sand.

He saw two sea gulls flying around and around, crying as they flew. But through their cries he heard a sad and lonely voice. It was saying, "Will no one come and help poor Sing Hi?"

Running to the edge of the rocks, Sing Lo peeped over and saw his cousin. Sing Hi was standing with his hand held tight over his head by an abalone. The tide was washing round his feet.

Sing Lo shouted to him, "Sing Hi! I am here! I will bring help!"

But Sing Lo could see no one to help poor Sing Hi.

"Oh!" he cried. "If I only had a rope!"

A rope? Why, he had a rope, right there in his hand! The long, strong clothes line that he had bought for his mother!

He leaned over the rocks and shouted, "Cheer up, cousin. Help is coming."

Quickly unwinding the clothes line, Sing Lo tied one end to the trunk of a nearby tree. He grabbed the line in his hands.

Down he went, over the rocks, until he stood on the stone by Sing Hi's side.

The sea gulls cried out in surprise when they saw two small Chinese boys standing there, instead of one.



The sea curled its cool, lacy, blue fingers around Sing Lo's small feet.

Quickly grabbing Sing Hi's hatchet, Sing Lo stuck the edge of it under the abalone shell. Perhaps Sing Lo's arms were stronger than his cousin's. Or it may have been that the abalone was getting ready to go out to sea with the tide.

Anyway, with a few jerks of the hatchet, Sing Lo pried the abalone from the rock. It fell on the stone at his feet.

Sing Lo placed the line in his cousin's hands. Sing Hi's fingers were stiff, but he climbed quickly, hand over hand, to the rocks above. He stretched out on the ground and looked up at the broad blue sky, so glad to be safe again.

Sing Lo tied the hatchet and the abalone to the end of the line. Hand over hand he climbed to the rocks where Sing Hi lay.



Sing Lo sat still for a while. He watched the two sea gulls. They were not crying now. The two small Chinese boys were safe, high above the tide.

After the gulls had flown away, Sing Lo got up and untied the clothes line. He rolled the line into a ball.

Then he took Sing Hi's hand and pulled him to his feet.

"My mother," said Sing Lo, "is waiting for her clothes line. Let us go home."

Side by side Sing Lo and Sing Hi walked along the rocky path.

"That is a very fine abalone you have there, cousin," said Sing Lo.

"Yes," said Sing Hi. "It is. And when I lay on the rock back there, I thought of giving the abalone shell to you. But now I have decided that I need it more than you do. I will put it where I can see it every day. Perhaps when I hold the shell to my ear, I will hear it whisper, 'Do not be greedy, Sing Hi.'"



Sing Lo put his arm through Sing Hi's. Together they hurried on until they came to the gate of Sing Lo's garden.

"My, my! Your garden is in fine shape

today, cousin," said Sing Hi.

"Yes," said Sing Lo. "But there is more work than I can do alone. Listen, Sing Hi!" he cried, snapping his fingers as if a new idea had just popped into his head. "Listen! Will you help me in the garden? Together we could earn many dimes and nickels and pennies."

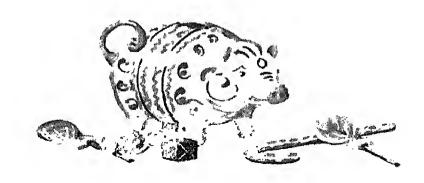
"Why yes, I will help you," exclaimed Sing Hi. "We will put the money into the china pig. Ah! When we open him, what a heap of money we will have! We will buy some fine thing, some beautiful thing that we can share."

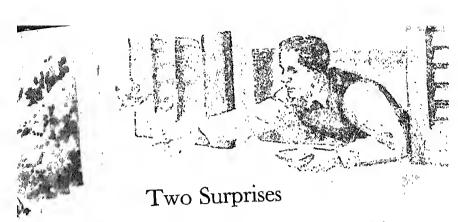
"Now and then," said Sing Lo gently, "we will buy a lollipop or two, and a stick of peppermint with red stripes winding around and around it."

"Ah, well, perhaps now and then," said Sing Hi. "But not too often, cousin, not too often. Do you know, I believe too many sweets make one fat! They shorten one's breath and weaken one's arms."

"Whatever you say," said Sing Lo.

And arm in arm, Sing Hi and Sing Lo walked through the garden of larkspur and daisies and lettuce and beans.





Tommy had a plan. It had come into his head one Friday morning when he saw Mr. Tompkins scattering bread crumbs on the snow for the hungry birds.

Once Tommy had thought of it, the plan seemed so good that he could hardly wait to tell the other children about it.

He had managed to wait until they were all walking home from school together that afternoon.

"I know something that will be a lot of fun," Tommy began. "And it will please Mr. Tompkins more than anything else we could do. You know, he is always doing something for us, like fixing our sleds . . ."

"And taking us for hikes in summer,"
Bob broke in.



"You know Mr. Tompkins likes birds," Tommy continued. "Don't you remember the bluebird that broke its leg last year? He fixed it and made the bird well again."

"And in the winter he always fastens an ear of corn in his apple tree for the birds that have not flown away for the winter," Marcia added eagerly.

"Listen!" Tommy shouted. "I'm trying to tell you about an idea I have, and all you do is talk. Don't you want to hear it?"

"Of course we do," the others told him.

For the next few minutes Tommy talked.

"There!" He said when he had told them his plan. "Let's go over to Mr. Tompkins' right now and tell him about it."

Mr. Tompkins, the carpenter, lived in a white house with a big front porch. But he spent most of his time working in his shop. The shop was in one corner of his back yard.

Tommy and his friends tramped into the shop. One look at their faces and the carpenter knew they had something to tell him.

"Mr. Tompkins," Tommy broke the news. "We have a surprise for you!"

"A surprise!" Mr. Tompkins said, his eyes sparkling. "I can't imagine what it is."

"It's about birds," Tommy continued.
"We thought that, because you like birds so well, it would be nice if we'd make some birdhouses for you. We could put them in the trees in your back yard. Would you like that, Mr. Tompkins?"



"I'd be delighted," said the carpenter.

"And couldn't we plant some flower beds with petunias and daisies and things?" Annabel asked eagerly. "Birds like flowers."

"Indeed they do," the carpenter told her. "Especially humming birds! You will want to plant some sunflowers, too, for many birds eat sunflower seeds in the fall.

"But the first thing to do is to get the birdhouses ready. Winter is almost over now, and before long the birds will arrive." "We will begin tomorrow," Paul said. "It will be Saturday. We can work all day."

"All right," Mr. Tompkins agreed. "You may work in the little room off my shop. I have some boards that will be just right for the birdhouses, and I will let you use the tools you'll need.

"The boys can do all the sawing and hammering. You, Annabel and Marcia, can sweep up the sawdust and keep the place looking neat."

"Just at first, I expect you'll have to show us how to build birdhouses, Mr. Tompkins," Bob said. "But we'll soon learn to do it by ourselves."

"Of course you will," the carpenter told them. "Birdhouses are not hard to build."

The next few weeks were busy ones at Mr. Tompkin's carpenter shop. Every day, as soon as school was out, the children hurried back to their work. Mr. Tompkins taught them how birdhouses should be built.

By the time the first signs of spring were showing, three birdhouses were built. But they were all different.

There was a great deal of excitement on the Tuesday the houses were put up. Mr. Tompkins fastened the bluebird house on a fence post, the wren house in an apple tree, and the martin house to the top of a long pole.

When the last house was in place, Mr. Tompkins stood off and admired them.

"The birds ought to like those houses," he said. "Now there should be singing and fluttering from every tree all summer."



"I certainly wish we could build more birdhouses," Bob said.

"We'll have just as much fun watching the birds when they begin housekeeping in their new homes," the carpenter said.

"And now, children, it is my turn to surprise you. Would you like to have the back room you have been working in for a club room?

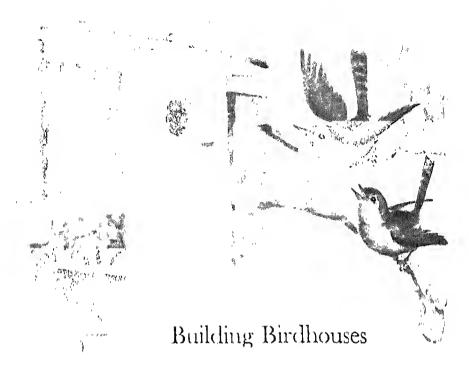
"You can invite your friends to your club room. I will help you make chairs for it, and a game table."

"Mr. Tompkins," Annabel and Marcia squealed. "We'd love it!"

"Thank you, Mr. Tompkins," they all exclaimed.

"And now I've just remembered that this is my wife's day to make doughnuts. There is a jar of them on the kitchen table right now. Suppose we go in to visit Mrs. Tompkins."

The children did not need to be invited a second time.



Birds are very particular about where they live. Most birds don't care for a house which man has made.

But wrens, bluebirds, and martins are glad to have man's help in making a home.

Wren houses can be made of smooth wood and then painted. But wrens prefer to have their houses made of wood with the bark on. Most birds do not like paint, particularly bright paint.

Wrens like small houses. The floor should be about four inches square, and the walls, eight inches high.

The door of the wren house should be a round hole, one inch across. It should be placed six inches from the floor because the wren must be well hidden while sitting on her eggs.

A perch just outside the door will please the wrens. They will also like a roof wide enough to keep the rain from driving into the door.

Wrens prefer their houses in some shady spot, six or eight feet from the ground.

Bluebirds are glad to have people build houses for them. They want houses like the wren house, only a little larger. The floor of the house should be four inches square, the walls, ten inches high.

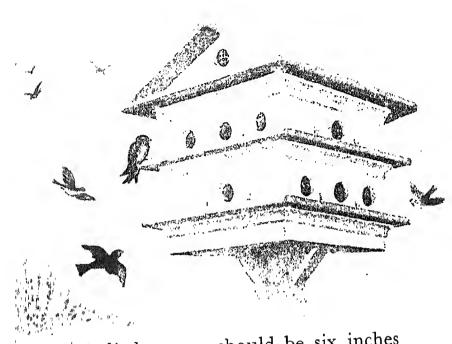
Bluebirds need a larger hole, too, — one and one-half inches across. Bluebirds, like wrens, prefer the door quite high, with a perch just outside.



A bluebird house must be easily opened. This is very important. After the little birds have flown away, the old nest should be swept out and the house carefully washed. Bluebirds prefer their houses in the sun.

You will have better luck in getting the bluebirds to live in the house if you put it on a fence post.

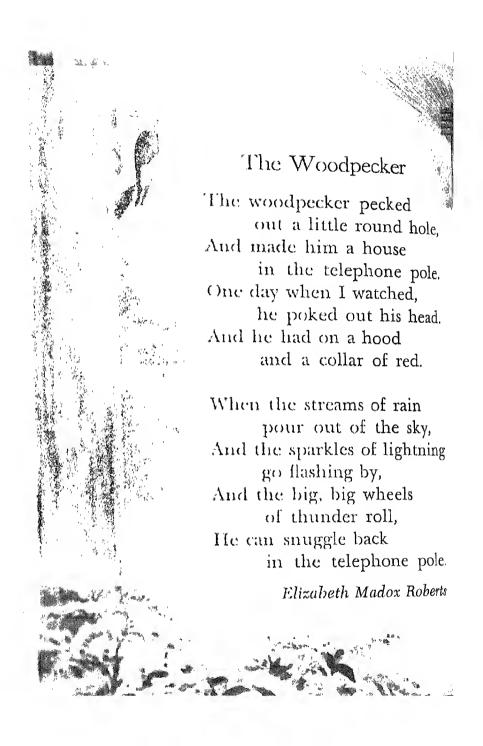
Martins like to live in apartment houses. The martin house should have two or three floors with four or six rooms on each floor. Each floor should have a porch around it so that the martins can alight easily. Porches also help keep the rain out of the rooms.



Each little room should be six inches square and have a door that is two and one half inches across. The door should be placed low, for martins are neighborly. They like to look out and watch their friends.

The martin house should be put on a high pole, away from the shade of trees and houses.

Remember, it is not important to make a pretty birdhouse. It is more important to make a house that the birds will enjoy.





Once upon a time, long ago, there was an old woman who was tired of keeping house.

She said to her husband, "Oh, I am tired of everything. I am tired of sweeping and cooking and washing clothes. I am not going to do these things any more."

Her husband was amazed. "But my dear, you must do them. We have a house that must be kept clean. Our food must be cooked, and our clothes must be washed. You must do these things."

"I refuse!" she said stubbornly. "I shall get rid of all our things, and then I won't have to work any more." "What do you mean?" he asked.

"I'll get rid of everything but the bed, the table, and two chairs," she replied.

"But you must keep the stove. You must cook and bake," said her husband.

"No, I won't keep the stove. I am tired of cooking. We'll eat fruit and vegetables."

"You will have to cook the vegetables," said her husband, still hoping she might have some sense.

"You can make a fire and cook them in the ashes. Then I won't have any pots or pans to wash."

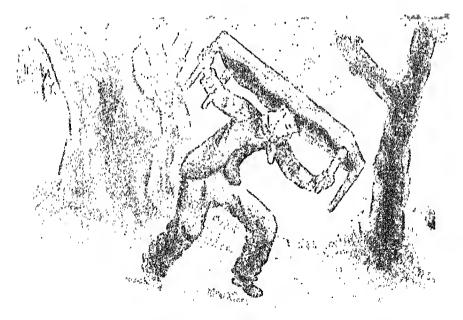
"But what are you going to do with all our things?" asked her husband, sadly. He knew it was no use trying to get his wife to change her mind. She was a stubborn old woman, and he had the wisdom to see it.

"Throw them away!" she said. "There is a steep place on the side of the hill. Throw them over it. They will break, and I shall never see them again."

Sadly her husband picked up the bench by the fireplace and started off. One after the other, he took away everything except the bed and the table and the two chairs.

But of course he did not throw them over the steep place on the hill. There was an empty barn not very far away. It was old, and the roof leaked, but their things would be safe there.

So each time, as soon as he was out of sight of their cottage, he turned aside to the barn. One by one, he piled all their things inside the leaky, old barn.



Then the old woman gave a joyful sigh. Now she could rest.

It was a beautiful day, and the old man and woman sat down in the sun and rested.

"My, this feels good," she said. "I am never going to do any work again. I shall do nothing but lie in the sunshine."

They enjoyed the morning sunshine. At noon they gathered berries and fruit.

In the afternoon the old man gathered carrots and peas. He milked the goat, too. The pail was kept in the shed, so his wife had not made him throw that away.

Next he built a fire. When the ashes were right, he roasted the vegetables. Then he called his wife to dinner.

Of course it was hard to eat the peas and carrots because they were so hot. He kept wishing he had some salt to put on them, but he said nothing.

His wife ate her dinner. After it was over, she said, "My, it's pleasant to have no dishes to wash. Let's go for a walk."



So they went for a walk, but the old man was careful not to go near the barn.

The next day was a good deal like the first one, and so was the one after it. Every day the old woman did nothing except gather berries and vegetables to eat.

The old man managed to keep busy, working in the garden and taking care of the goat, but he was not contented. He was tired of eating berries and peas.

The third day it rained. How it rained! The sky opened and rain poured down. There was no sitting in the sunshine that day.

The old man went out to get berries for breakfast, but they were wet and he didn't enjoy them. He got his clothes dripping wet, too, so he hung them up to dry. But without a fire, they did not get dry at all.

The house was cold, and the old woman was dissatisfied. She was tired of sitting in her hard chair, doing nothing. But she was too stubborn to say anything. They had no cooked food that night. The fire would not burn in the rain.

The next morning the husband had no dry clothes to put on, so his wife had to go out to milk the goat and get the berries.

The old woman got wet, too.



The next day it rained again. All their clothes were wet, and they were hungry. At last the husband said, shyly, "Wife, I think perhaps the cookstove wasn't broken when I threw it over the hill. Suppose I see if I can get it back."

"I suppose you might as well," his wife answered in a cross voice.

Happily the old man set out for the old barn. He got the cookstove at once. But he was clever enough to wait a while, so his wife would think he had gone to the foot of the hill.

At last he went back home, carrying the stove on his back. There were spots of rust on it, where the water had dripped through the leaky roof. He set up the stove in its old place, and soon he had a good fire. My, how good it was to be warm again!

That night the old man cooked their vegetables in the ashes of the cookstove. He kept wishing he had some salt, but he said nothing.

The next day the sun was shining once more. They were both glad to get out into the sunshine. The old man went off to gather berries.

When he came back, his wife was no longer sitting out of doors. He peeped in the window. There she was, scrubbing the spots of rust off the stove with sand and an old cloth. He went away and said nothing.

That afternoon he said, "Good wife, now that we have the stove again, we might as well have our pots and pans. Shall I try to find some at the foot of the hill?"

"I suppose you might as well," she said crossly, but her voice was not so cross as it had been before.

So again the man went to the barn and came back with his wife's pet skillet.

After dinner the old man went out to take care of the goat. When he came back, he peeped in the window.

There in the candlelight he could see his wife, contentedly scrubbing the skillet.



The next day something happened. The old man had gone to the village a few miles away. When he came home, he found his wife crying as if her heart were broken.

"Why, good wife, what is the matter?" he asked her kindly.

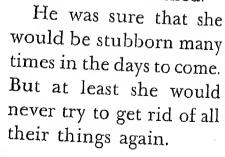
"Oh," sobbed his wife. "I am so unhappy. I got to thinking about all my nice things. So I went to the edge of the cliff to look for them. There is nothing left—not a thing. They are all gone. I shall never see them again. Oh, why did I make you throw them out?"

"Trouble yourself no longer, woman," said her husband. "The things are not at the foot of the hill because I never threw them over. I can get everything for you whenever you have more sense," he offered.

"Oh, I have, I have," she sobbed. "Please bring back my things to me, and I shall never be dissatisfied again. I will scrub off the rust and polish off the dust. I will shine the skillet and the pots and pans. And I will cook a good dinner for you tonight, with hot tea—Oh, how I have missed my cup of tea!

"I have come to my senses, and I shall never be stubborn again," she promised.

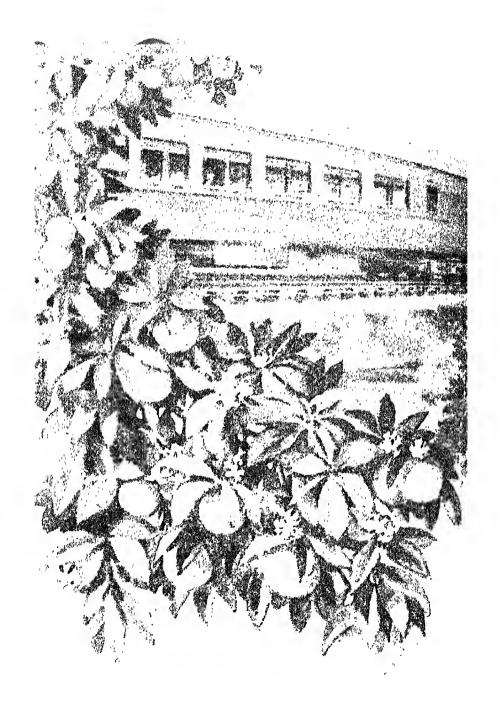
"That is good," said her husband. So he set off to the old barn, well satisfied.

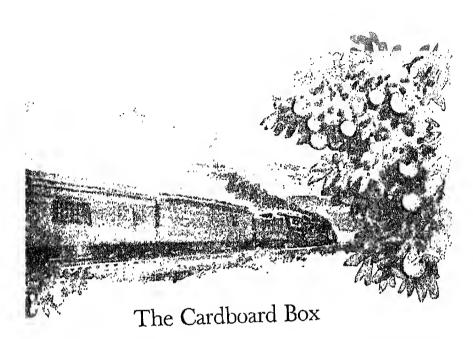




New Trails







For a long time after Barbara got on the train, she sat with her nose pressed tight against the window. She wasn't crying. She was just blinking her eyes and trying to swallow the lump in her throat.

"May I see your ticket, please?" said the conductor. Barbara opened the new red pocketbook her father had given her at the station. She gave the ticket to the conductor and swallowed hard.

"Well, well!" he said. "I see you are going all the way to Washington alone."

"Yes, sir," said Barbara, "But I like it better at my other grandmother's. She lives on a ranch and has horses to ride."

The conductor smiled. "Some day when I get tired of riding on trains, I'm going to have a ranch, too. I'll have horses and cows and turkeys and a dog."

"Turkeys are nice," said Barbara, "Only sometimes they chase you."

"That would never do," he said. "I'm not young enough to climb over fences."

He looked at the tall cardboard box in Barbara's lap and said, "I expect that box is filled with cake and fried chicken."

"Oh, no," she said quickly. "At least it isn't fried chicken."

When the conductor had gone, Barbara felt better. Again she turned to the window. This time she could look without blinking and swallowing.

Now she could watch the changing colors from the setting sun. They made a broad strip of red and silver on the ocean.

Soon the train began to pass between long rows of orange trees. The gold fruit on the green trees made Barbara think of Christmas. She felt sad and lonely. But she was glad when the porter arrived to make her berth.

The porter lifted the bag and the tall cardboard box into the berth. Then, when Barbara had climbed up the ladder, he brought her a cup of water.

Barbara thanked him and fastened the green curtains for the night. No one could see her now. She slipped the cord from the tall box and took off the lid. Out popped the long neck of a rooster.



"I'm sorry, Samuel," she said. "But I just couldn't bear to leave you behind. Take a drink of this nice cool water. Then you shall have some grain."

Samuel didn't seem very hungry. Poor Samuel looked puzzled. He pecked a little at the grain and then began looking about with quick little jerks of his head. Barbara smoothed the feathers on his neck.

She made a hole in the lid of the box. Then she slipped the lid over Samuel's head and tied the cord around the box again.

"Now you'll be all right, Samuel. You can sleep standing up or sitting down."

The next morning Barbara had a dream. She dreamed that she was visiting her other grandmother. A rooster was crowing. The sound came closer and closer until it was right in her bed.

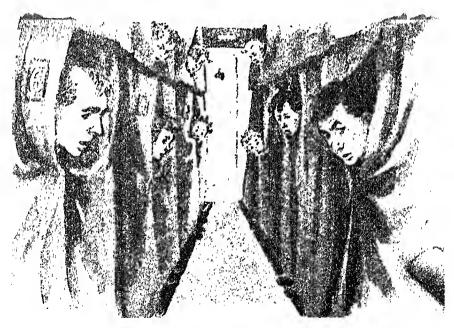
Barbara awoke with a start and turned on her light. Samuel closed his beak and blinked at her. "Oh," she said. "Now you have done it. Why did you have to crow here?"

Other people in the car awoke. A man with a cross voice was calling the porter.

"I tell you I heard a rooster crowing," he said. "How dare anyone bring a rooster into a sleeping car!"

In a moment even the soundest sleepers were sticking their heads out of the berths to ask what had caused the excitement.

It was the worst morning Barbara had ever spent in a train. She trembled all the time she was dressing.





When she backed down the ladder with the tall box, she was certain that everyone was looking at her. She held one hand over the hole in the lid while the porter put away the curtains and blankets.

Then she sat down and pressed her nose tight against the window again. She had to blink much faster than yesterday, and the lump in her throat was bigger than ever. It was so big that she could hardly swallow it.

The conductor came into the car. "Good morning," he said. "I hope everyone had a good night's rest."

"Well, I didn't," scolded the man with the cross voice. "I heard a rooster crowing in this sleeping car!" He repeated, "How dare you let a rooster ride in a sleeping car!" "Dear me," said the conductor. "That is strange! Who can explain the mystery?"

Barbara opened her red pocketbook to find a handkerchief.

"I'm sorry," she said, pulling out her handkerchief. "It was the first time that Samuel ever crowed."

"Samuel? Now that's a fine name for a rooster," the conductor said. "Where have you kept him?"

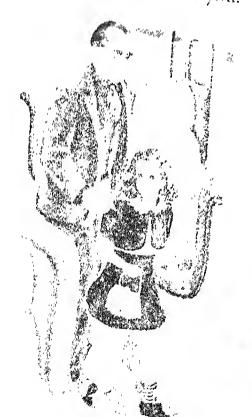
Barbara took her hand from the hole in the lid of the box. Samuel popped into sight and began looking about with quick jerks of his head. Everyone laughed, but the man with the cross voice laughed loudest.

The conductor smiled. "I'm afraid your pet cannot ride in this car, young lady. People don't like crowing roosters. But he shall have a special place in the baggage car."

The man who had been so cross came over to Samuel and smoothed the feathers on his neck.

Then he said to Barbara, "We do not mind. A crowing rooster is better than an alarm clock. We'll go back to the baggage car to visit Samuel. But right now I want you to have breakfast with me. I want to tell you about the pet turkey I had when I was a boy."

Barbara put away her handkerchief. "Did it chase you?" she asked.



"Every morning," chuckled the man.

"And they will take good care of Samuel in the baggage car," said the conductor.

Barbara swallowed that last little lump in her throat. Now it was the best morning she had ever spent on any train.





Snowbound

People: Radio Voice, Betty, Mother, Bill, Father Setting: A cheerful room of a farmhouse in the mountains of Wyoming. There are two doors, one leading outside and one leading to the kitchen. It is a Wednesday morning in early March. When the play starts, Mother is alone. She is preparing dinner. As she works, she listens to the radio.

Radio: Latest news on the storm! It was the worst storm to hit Wyoming in years. More than four feet of snow fell in two days. Many roads are closed. Telephone wires are down. The snowplows are working from morning till night...

Betty: (Coming in from outdoors dressed in snowsuit and hood) "Mother!"

Mother: Sh!

Radio: Many sheep were out during the storm. They have nothing to eat. Now they can't move through the deep snow. Thursday the weather will be fair and warmer.

(Mother turns off the radio.)

Betty: It's fair and warmer already. Oh, Mother, you have to come out and see.

Mother: See what?

Betty: How everything looks. Now the sun is out. The snow is full of a thousand sparkles. I've discovered big caves of snow under the pines.

Mother: I've been looking out the window. It's beautiful.

Betty: But you really can't see unless you have the sky overhead instead of a roof. Everything looks bigger with snow on it. Come on, Mother!

Mother: I have no time to spare. Bill and your Father will soon be coming in for dinner. They will be hungry as bears after shoveling snow all morning.

Betty: But it will take only a moment to go out on the path and look.

(She brings her mother's overshoes.)

Don't you realize what it's like outdoors? Our house is like a tiny island in the center of a great big ocean. An ocean of snow!



Mother: Snow, snow, snow! Oh, I hope that the radio is wrong about so many sheep and cows being lost during the storm! Wasn't it lucky Father got our sheep down to the pen in time!

Betty: At least the sheep are safe, even if they are hungry.

Mother: Listen! They are bleating again.
Isn't there any hay or grain left at all, Betty?

Betty: Not any at all. Dad used the last of it yesterday.

Mother: To think we intended to go to town for a load of hay the very day the storm started! My, but it takes a great deal of hay to feed seventy hungry sheep when they have to stay in the pens.

Betty: The snowplow must get through soon, Mother. It just has to!

Mother: That's what we thought Sunday, Monday, and Tuesday.

Betty: It's funny! When you stand out in the path, you don't think about the weather or bleating sheep. You just notice how white everything looks. How spotless and shiny! You must come and see.

Mother: I'm coming, but I can't stay long.
(Betty and Mother go out of the door.
Bill is heard stamping snow off his boots.
He comes tramping into the room.)

Bill: Hi, Mother! (He looks around.) Say, where's everybody? I'm as hungry as the sheep. (Goes to the telephone and tries to make a call)



Bill: Hello, hello, Guess it's hopeless. (He gives up and turns on the radio.)

Radio: Snow is formed when tiny drops of water freeze high in the air. Each flake is different in shape. Catch a snowflake on your sleeve. Notice its shape before it melts.

Bill: (Turning off the radio as he makes a face)
Snowflakes!
(Mother and Betty return.)

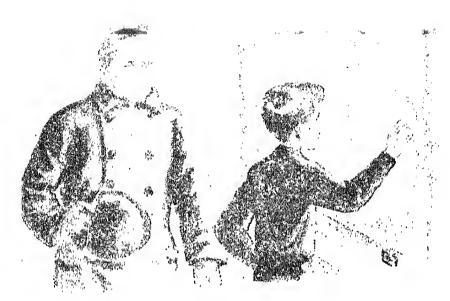
Bill: Where have you been?

Mother: You're sunburned, Bill. The glare on the snow is terrible. Betty wanted me to see how pretty everything is.

Bill: Pretty! It is not pretty when you have to shovel. It's not so pretty when the sheep are out of hay.

Mother: Is Father coming soon, Bill?

Bill: In a moment. After he shovels one small space, our road will be clear from the garage. Nothing but snow, endless snow. I would rather go to school than be snowbound.



Betty: Perhaps the snowplow will come this afternoon.

Bill: Dad says he doesn't know if it can manage the big hill. The snow is packed down now. It's heavy.

Father: (Coming in from the kitchen) What snow! Miles of it. Mountains of it. But we can get the truck out now, if the snowplow will only come. This is the worst storm we have had in Wyoming since I was a boy.

Bill: Listen! (He goes to the window.)

Betty: It's only the sheep, Bill.

Bill: I thought that was the hum of a motor, but I guess I imagined it.

Mother: Maybe. I imagined I heard a motor all day yesterday.

Father: Is dinner almost ready? It's a good thing that you are a good planner, Mother, or we might be as hungry as the sheep.

Bill: Sh! Hear it?

Betty: It's only the sheep bleating.

Bill: I thought. (He opens the window.)
Listen! It's a motor, I tell you.
(They all rush to the window.)

Father: It does sound like the hum of a motor. Maybe it's an airplane.

Mother: Sounds carry so far in winter that it might be miles away.

Bill: It's no airplane, I'm certain of that. Look! Down there, coming around the curve! The snowplow!



(Bill rushes out through the kitchen. Betty grabs her coat and hood and runs after him.)

Father: The snowplow!

Mother: Thank goodness.

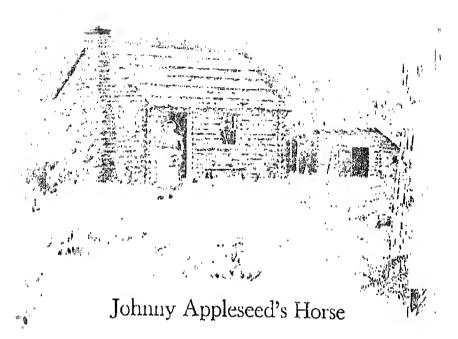
Father: Now we can get to town with the truck. Bill put the chains on it this morning.

Mother: Oh, I'm glad. I didn't want to tell you since you had enough on your mind. But I used the last pound of flour in the baking this morning.

Father: (At the window) Here it comes, up the hill. It is slow but it's gaining. You know, it's a funny thing. An hour ago it seemed as if we were alone in the world. No telephone. No road to town. No mails for days. No hay nor flour.

Mother: Just snowbound! But now that the plow is coming, it's only an hour to town . . . to stores and houses and people.

Father: And hay and flour!



James and Virginia wanted to go to school. They had never lived near a school before. But lately a new schoolhouse had been built only three miles from their cabin.

"We can walk three miles," said James. "David did when he went to school."

Mother, Father, and big brother David looked at each other.

"I'm afraid it's too far," said Mother. It's farther than David had to walk when we lived in the East."



But James and Virginia could not forget about going to school. One sunny morning James said to Virginia, "Let's go."

"Go where?" Virginia looked puzzled.

"To school, of course." James' eyes were shining. "We'll just start out and walk."

"All right," Virginia walked along beside James, her bonnet hanging down her back. "All we have to do is follow the trail," she added.

"Father and Mother have never told us not to walk on the trail. They have told us to watch for the blazes so we won't lose our way." James tramped on eagerly. There seemed to be nothing in the world but trees. James and Virginia were not frightened, for they were used to the forest and its ways. They kept watching for the ax marks on the trees. The ax marks were the blazes that marked the trail. - K

Suddenly they stopped. The trail had led them to the banks of a stream. It was much too broad to jump across.

"How do people get across?" Virginia asked, in a puzzled voice. "There must be some way because the trail is over there, too. You can see the blazes on the trees."

James was looking along the bank of the stream. In a moment he cried, "Here is the ford. See the hoofprints in the mud. People cross here with horses."

"But look!" Virginia darted along the bank, following the tracks. "Here are more hoofprints going this way. Maybe there's another ford."

The children followed the hoofprints a little way.



"There's the horse," whispered James. "He didn't cross at all." And there, right in front of them, was an old white horse tied to a wild cherry tree.

"Why, you poor old horse," exclaimed Virginia, scratching his nose. "Did someone tie you up and leave you all alone in the woods?"

"Sh! The horse must belong to someone around here," James said. Just then they heard a sound beyond the bushes.

Quietly they pushed through the bushes. Suddenly they stopped short. At first they thought they were looking at a scarecrow. Then they realized it was an old man leaning on his shovel.

He wore long, ragged trousers. Instead of a shirt, he wore a ragged sack with holes for his head and arms. He was barefoot, and on his head was an old tin pan.

They forgot all about his clothes when he smiled. He had such a friendly smile.

"Well, children, aren't you a long way from home?" he greeted them.



James and Virginia nodded, too shy to speak.

"You see," explained the old man, "I am planting apple orchards. I always plant them quite a long way from any houses."

Then James and Virginia saw that he had dug up a big patch of the soft brown earth. At one side lay a huge leather bag, full of shiny brown apple seeds.

"This is especially rich earth down here by the creek," the old man went on. "I'll have plenty of young apple trees for the new settlers when they arrive. Then their children can have apples to eat.

"Now that I've told you what I'm doing away off here, will you tell me what you are doing?" he questioned. "You are not running away from home, I hope."

"Oh, no," exclaimed James and Virginia together. They had forgotten their shyness by this time. They told him about the new schoolhouse that Father thought was too far away.

The old man nodded. "Yes, three miles is a long way. And the creek, too, must be forded. You should go on horseback."

"But Father and David have to use Andy and Don nearly all the time," said James.

The old man's eyes twinkled as he said, "You run along home now. I wouldn't be surprised if you find a way to go to school before long." He began digging again.

James and Virginia turned and went home. Somehow they felt the old man was telling the truth.

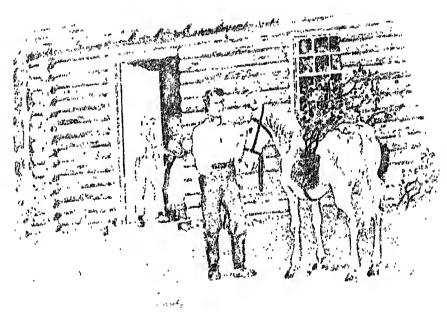
The next morning when Father opened the cabin door, he cried out in amazement, "What's this?"

James and Virginia ran to look, too. There in front of the cabin stood the old man's white horse. On his back was tied at least a dozen young apple trees.

Then the children told their father all about the queer old man who wore ragged trousers and a sack.

"Johnny Appleseed!" exclaimed Father.

"I've heard of him," Father continued.
"Often settlers pass through here on their way west. Sometimes a horse is too tired or too lame to go on with them. Johnny trades something for the horse and takes care of it. When he finds a family who needs a horse, he gives it to them."



Father planted the new apple trees that day. The next morning James and Virginia rode to school on old Whitie.



Who Was Johnny Appleseed?

Johnny Appleseed lived more than one hundred years ago. Jonathan Chapman was his real name. But everyone called him Johnny Appleseed, because he spent his life planting apple orchards.

He would load a horse with leather bags full of apple seeds, or apples which were beginning to spoil. He would choose a spot, deep in the wilderness, where the settlers had not yet come. There he would plant hundreds of apple seeds.

Year after year he would come back to care for the orchards.

Jonathan Chapman was not particular about his clothes. He was contented with the sacks and ragged trousers the settlers gave him in return for apple trees.

On his head he often wore a tin pan which he also used for cooking corn meal.

He walked barefoot hundreds of miles along the Indian trails. He did not seem to mind the cold nor the rocks and burrs.

Jonathan Chapman won the love of everyone. The boys loved him because he knew about snakes and plants. The girls loved him because he always had ribbons and bright pins to give them.

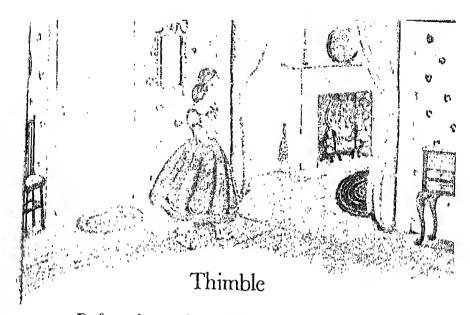
The Indians loved him because he taught them what plants would make sick people well. They called him the medicine man.

All the settlers loved Johnny Appleseed because he was kind and thoughtful and brave. Although he had little to spare, he would gladly give whatever he had to anyone who needed it.

As he made trips through the wilderness, Johnny Appleseed often learned when the Indians planned to attack the settlers. One day he discovered that the Indians were planning an important attack. Quickly he went from village to village, warning the settlers. When the attack came, they were prepared to fight.

At last, when the land was well settled, Johnny Appleseed decided to go still farther west. Before he left for the wilderness, he visited all his friends and said good-by.

But the apple trees lived long after he had gone.



Before long the Smith family would be starting their long trip West. All during the winter Father and Mother had been making plans, while Maggie and John had listened.

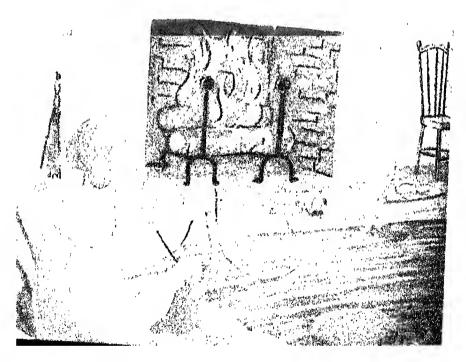
Tonight it was their turn to make plans.

"We have some important things to decide," said Father, as they all gathered in the parlor around the fireplace.

"You realize how little space there is in the covered wagon," Father said. "We can take only things that we especially need. The rest we will have to leave behind." "But you, Maggie and John, may choose one special thing to take," Father added.

"I'll take Shep," said John. Shep was his dog. The dog was sitting with his head on John's knee. As soon as Shep heard his name, he wagged his tail.

Maggie's kitten, Thimble, was snuggled down in her lap. All of a sudden, Thimble jumped up and pounced on a ball of yarn which lay at Mother's feet. He hit it with his yellow paw, and the yarn almost rolled into the fire.

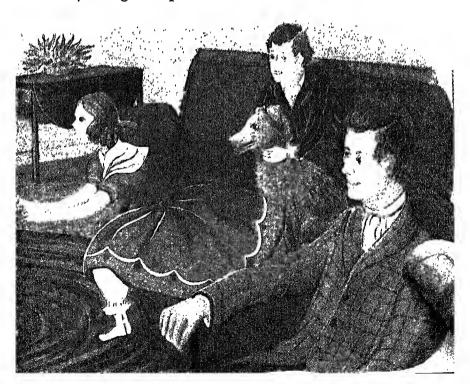


"Oh, Thimble, you are always getting into trouble," cried Maggie, as she stopped the yarn from rolling any farther.

Immediately she wished she hadn't said that about Thimble. Now he was darting up the curtain cord, clinging to it with his sharp little claws. He was always showing off.

Everyone was looking at Thimble, and Maggie knew what they were thinking.

But she exclaimed, "I don't want to take anything except Thimble!"



"I'm sorry, Maggie, but we won't have enough space for Thimble," said Mother. "He will only be a bother."

"But I'll hold him in my lap the whole trip," Maggie promised.

"If we left him here, something might happen to him," said John. "Remember last Sunday how he climbed up the well rope and fell into the well?"

John knew Maggie loved Thimble as much as he loved Shep. She had cared for him ever since he was a tiny kitten. It was because he was so tiny when she found him that she named him Thimble.

"You must leave Thimble with the neighbors, Maggie," said Father. "They are going to take care of our chickens and cows for us. Some day we intend to send for all the things we leave behind.

For several days everybody was busy preparing for the journey. John helped Father load things into the big covered wagon. Maggie helped Mother pack large boxes of dishes, pots and pans, clothes and food.

Father planned to ride his saddle horse, Noble. The oxen would be hitched to the covered wagon. Mother and John planned to take turns driving them.

The day before they were to leave their old home, Maggie took Thimble out to play in the swing. She was unhappy. She tried to explain to him that he couldn't go with them. Thimble refused to listen. Instead he dug his sharp little claws into Maggie's pigtails and climbed up on her head. He was an impolite little cat.

Finally the day arrived when they were to begin their journey. Everyone was up early. John helped Father hitch the oxen to the wagon. Then he filled the leather bags with water.



Father tied the bags onto Noble's saddle. The horse stood quite still during all the excitement. Father had taught him to stand still as long as the reins were on the ground.

The sleepy-eyed oxen were hitched to the big wagon, waiting patiently. Mother climbed into the wagon and sat on the high seat. Father gave her the reins.

But Maggie was not ready. She had to say good-by to Thimble.

She looked everywhere, but she could not find Thimble. She even looked in the well, but he was not there.

Finally Mother called her, "Maggie, we have no time to spare. We must go."

At first everybody was quiet, and they traveled slowly. But soon Noble began to shake his head. Suddenly he stopped and began to jump. Immediately Father pulled on the reins.

"Maybe he was frightened by a snake or something," said Mother.

"A snake wouldn't frighten Noble," said John. "Maybe he doesn't want to leave home."

"Maybe there is a burr under the saddle blanket," said Maggie.

Father got off to see what was the matter.



Father lifted the saddle and there, on Noble's neck, was Thimble. The kitten was hanging on with his sharp little claws just like a burr. Thimble had climbed up the rope while no one was looking and had hidden under the saddle horn.

When Father discovered Thimble, he began to laugh. Maggie clapped her hands with delight.

"What can we do now?" Mother asked.

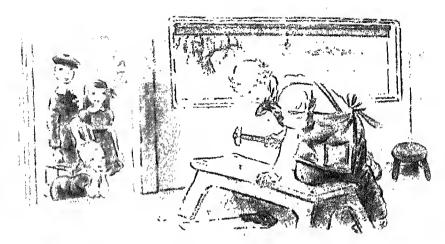
"We can't send him home if he wants to go so badly," Father decided. "I guess we'll just have to take him along."

Father put Thimble in Maggie's lap.

Maggie held him tight and patted his furry sides. Thimble snuggled down into her lap.

"Thimble, I'm glad you learned to climb a rope," whispered Maggie.

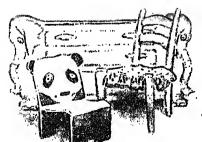
Thimble opened one eye and looked at her. He began to purr. He seemed to say, "Did you think you were going to leave me behind?"



Mr. Peppercorn Has an Idea

Mr. Peppercorn was a carpenter. His shop was in a little town by a busy river. Every morning the children of the town would go by his shop. They could hear him hammering and sawing, hammering and sawing. He was building things for the townspeople.

And every afternoon on their way home they would hear him building—



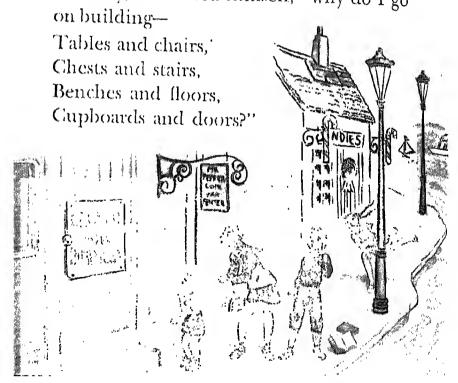
Tables and chairs, Chests and stairs, Benches and floors, Cupboards and doors.

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Mr. Peppercorn had gone on building everyday things like these, day after day, year after year. Everybody expected he would go on building things like these. Mr. Peppercorn thought so, too.

But one day he looked out of his shop window. He saw the river sparkling in the bright morning sunshine. He saw the river boats chugging up and down, up and down the busy river.

"Why," he asked himself, "why do I go



"I'm tired of building everyday things for people day after day, year after year. Why not build something different?"

Then Mr. Peppercorn had an idea.

Down went his hammer. Down from the shelf came the can of red paint. In bright, shiny letters Mr. Peppercorn made a sign, CLOSED FOR BUSINESS. He hung the sign on his shop door and smiled a mysterious smile.

That afternoon the children stopped in front of the shop. Usually Mr. Peppercorn would invite them in, and they would watch him building—

Tables and chairs, Chests and stairs, Benches and floors, Cupboards and doors. But not today. The door was shut tight. And on the door in bright, shiny letters was a sign, CLOSED FOR BUSINESS.

The children stared at the sign. They looked at each other. What had happened? Where was Mr. Peppercorn?

Then from inside the shop came a well-known sound. Tap, tap, tap. Z-z-z. Could they believe their ears? Mr. Peppercorn was CLOSED FOR BUSINESS. But he was making something. What could it be?

Just then Mr. Peppercorn opened the door. He looked from one child to another, his eyes twinkling. He didn't say a word. He just smiled a mysterious smile.

Peter spoke first. Someday he wanted to be a carpenter. And he never went by Mr. Peppercorn's shop without stopping to watch him.

"Are you going away, Mr. Peppercorn?" he asked. "Are you going to sell your shop? Are you going to stop making everyday things for the townspeople?"

"No, I'm not going away," answered Mr. Peppercorn. "And I'm not going to sell my shop. But I am going to stop making things for the townspeople, for quite a long time. I intend to make something different. You see, I have an idea."

"Please tell us about it," begged Peter.

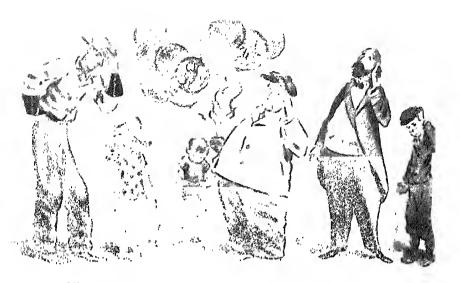
Mr. Peppercorn shook his head. "Not yet. Not until it is ready," he said. "What I am making is a secret. When I finish it, you will see it," he promised.

Mr. Peppercorn smiled his mysterious smile. He went in and closed the door.

Every morning when the children went by Mr. Peppercorn's shop, they could hear him hammering and sawing. But no one knew what he was making.

The people were amazed. Why wasn't Mr. Peppercorn building everyday things? Why was a sign, CLOSED FOR BUSINESS, on his door? What was he making?

They thought of all the things he might be making.



"Maybe he's fixing the drawer for my desk," said the village clerk.

"Maybe he's making a new stand for me," said the balloon man from the carnival.

"Maybe he's making a new tower for the Town Hall," said the Mayor.

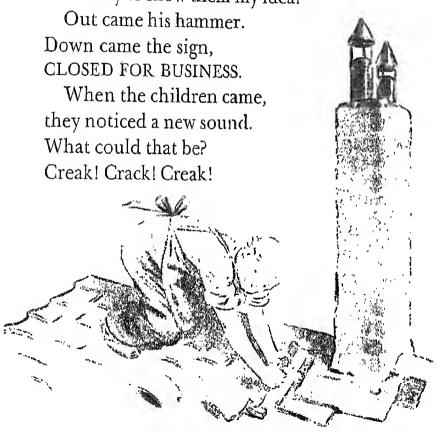
The children had some ideas, too. Could he be making a rocking horse, or a rabbit house, or a wagon with six red wheels?

Peter said, "It's much more exciting than that, I know."

But Mr. Peppercorn kept on hammering and sawing. Whenever anyone asked him, he just smiled his mysterious smile. The days grew shorter. The nights grew longer. The snow came and went. The days grew longer. The nights grew shorter.

Then one bright spring morning Mr. Peppercorn came out of his shop. The air smelled sweet and fresh.

"This is the day," said Mr. Peppercorn. "The day to show them my idea!"



"Look at Mr. Peppercorn!" cried Peter. "He's on the roof!"

"He's tearing off the shingles!" said another child.

"He's throwing them on the ground!" said another.

"Mr. Peppercorn, what are you doing?" shouted Peter.

The creak, crack, creak sound stopped.

Mr. Peppercorn peeped down.

"Wait and see," he said.
"Wait and see." He smiled
a mysterious smile.

Creak! Crack! Creak! Down went another shingle, and another, and another.

Finally there was a big heap of shingles in the yard and no roof on the shop.



Then Mr. Peppercorn came down the ladder. He walked around and around the shop, scratching his head and talking to himself. "It seems too bad to tear down the whole shop, but what else can I do?"

All at once he had an idea. He called to Peter and whispered something in his ear. Immediately Peter darted down the road and disappeared.

It wasn't long before the town derrick came bumping down the road. And there was Peter sitting beside the driver.

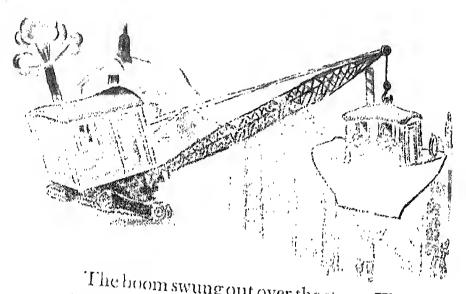
"Here we come!" shouted Peter. "Here we come, Mr. Peppercorn!"

The derrick stopped in front of the shop.

"Out of the way, everybody," warned the driver. "Out of the way!" The big boom swung out over the little shop.

Mr. Peppercorn climbed up the ladder, caught the hook, and pulled it down.

Then slowly, up, up, up came the hook. And there it was, a funny little white boat with windows and doors and a smokestack.



The boom swung out over the street. The derrick, with the little white boat on the book, went bumping down to the river's edge. The children ran after it.

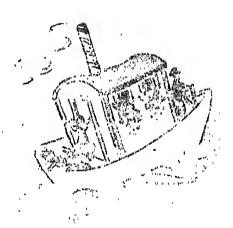
Slowly down, down went the boom. The white boat settled gently into the river.

Mr. Peppercorn unhooked the boat, "Come on!" called Mr. Peppercorn, "We're going for a ride."

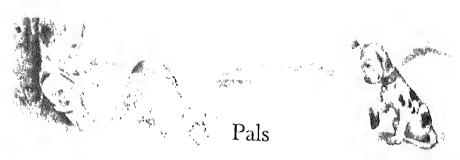
The children raced down to the dock and climbed aboard. The funny little boat chugged out into the river. They shouted and waved at the people in other boats. Everybody shouted and waved back. After the ride Mr. Peppercorn tied the boat to the dock. He built a new roof and made a new sign, OPEN FOR BUSINESS.

Every day after that the children would go by his shop and hear him hammering and sawing, hammering and sawing. He was building—

Tables and chairs, Chests and stairs, Benches and floors, Cupboards and doors.



That is, every day except Saturday. On Saturday he would put away his tools, sweep up the sawdust and hang up the sign, CLOSED FOR BUSINESS. For that was the day Mr. Peppercorn took the children down the river in his funny little boat.



Jack was a boy, and Pal was his pup With one car down, the other car up. They lived on a farm away from the city; The plains were wide, the hills were pretty.

Pal had a paw that was black as a boot; His fur was like a black-and-white suit. Around his throat was a collar and buckle. Pal looked so wise, he made Jack chuckle.

Day after day they played together; They raced in every kind of weather; They ran up hills and chased each other. But one fine day Jack said to his mother,

"Mother, I'm leaving," he said, said he,
"The city, I think, is the place for me!
I'll work in the largest department store,
With a janitor for every floor!

"I'll ride on the bus and the subway train, And buy an umbrella if it should rain, And watch the river on summer nights When ferryboats wear a necklace of lights."

"Jack!" said Mother, "How lonely you'll be Without your father and puppy and me! Father can't go—he's cutting the clover. He won't be through till the week is over.

"I can't go—I'm the jelly-maker, And day after next I'm the cookie-baker. Pal can't go—the city's no place For a country pup with a country face!"

"Oh!" said Jack. "It's easy to see
I'd have to be going alone, with me.
I guess I'll wait till another time,
When Pal and I haven't hills to climb!"



WORD LIST SECOND SEMESTER FHIRD READER

OVER HILL AND PLAIN, when used following the Semester Edition of FROM SEA TO SEA, contains 499 new words plus 6 sound words.

9 often	29 mate	50 Wednesday	66 laink
ખાતિલ	conter	Humday	listened
10 paid	30 cham	91 spoiled	grinding
given	suarched	Saturday	67 jerking
11 attention	31 claw	nutton	68
12 dover	<u>(1.)</u>	52 Sunday	69 searchlight
butich	33 heart	53 11ch	darkness
13 Got	31 twenty	dumb	siren
Irad	hatched	51 sight	70 dangerous
14 lips	35 wide	55 Gothan	71 dangerous
impolite	Werks	thine	72 coffee
15 heeds	robbing	drowned	alarm
16 decided	36 flocks		73 rushing
17 julied	1008f	56 alay	**
meant	37 Deak	((11)))	valley Hooded
tarther	38 trade	twelfth	74 wife
18 ourselves	39 Friday	57 whark	Ray
butternilk	Big John	58 beyond	
19 stubborn	points	plains	75 explained till
20 stockyard	equeakity)	wonder	****
21 blindfolding	10 pair	59	begged 76
22 toward	load	60	77 stared
s.arl	eleven	61 master	77 stared 78 cither
23	41 giverings	Joe	twinkle
21	burss	62 wrapped	79
25 axen	42 counted	hlanker	
CHEC	19	collie	80 rang
26 Kidd	II curtains	63 helpless	affigator
Bouncing	45	chug-chug-ch	(ding) ugsor
locker	16 lads	unloaded	_
27 neither	47 Monday	61 cmpty	82 shallow
nor	-18	creaked	dreamed
bend	49 Tuesday	groaned	83 begins
28 hank	replied	65	clear
	- 1	Us/	84 melts

85	easily	106	wages	129	Colorado	150	
86	Kenneth		broomstick		sighed	150	moon
	jar	107	maid	130	· ·		sobs
87	grocery		able	131	gasp	151	stretched scolded
88	wall	108			ladybugs	152	scorticti
	crank	109			thousands		wisdom
	hook	110	indeed	132	goodness'	199	
89	cellar	111		104	sir		savage kill
90		112	chose	133	bectles	154	fighting
91	accident	113		134	Deerres	151	judge
	receiver	114					wise
92		115	(snick)	135	mind		questions
93	mine		Hannah		(Hmmm)	155	dacaciona
94	Dan		Henry	136	J 1		known
	iron	110	sunbonnet		fourth		truth
95	hood	110	government		July		praised
	steep	117	nodding Saw-Toothed	137	Daisy-Girl	157	Witling
	Rovers	117	ledge	138	hauling		anthill
96	steered		whole		ore		creatures
	curve	118	appeared		blacksmith	159	
	swung		guided	139	I'd	160	tablets
97	snowdrift	119	tools		American		spell
	wooden		buy	140	canyon		moss
	passed		danger	141	l've		lie
98	smashed	120	· ·		offered	161	whose
99		121	dare		quite		laid
100)		battery	142	scratched	162	awoke
10	l tracks		(ho-o-onk)	143	dash	163	
	rusty	122	warned	144	corncob	164	
102	2 castles	128	hidden		Ben	165	carpenter's
	foam		sailor		wigwams	100	Tompkins
103	3 bad-tempered		also	145	cornhusks		corner
	fortunes	124	several	146	railroad	166	hike
	packed		wave-swept	110	allowed	200	wiener
104	4 hedge	125	huge	147	kernels		dozen
	bent		locks				buns
	shake	126		148	ugly	167	usual
10	5 thick	127	trembling		pin	101	hour
	witch	128	Charles	* 10	pearls		Marcia
	servant		mailbox	149	blaze		Marcia

168	flint	185	tickets	206	perched	224	(Pah)
	exclaimed		pressed		ought		Chinese
169	carved	186	carriage		center	225	marked
	date		Allen	207	neatly		joy
170	added	187	chattering	208	hung		gain
	although	188	oil		web	226	nickels
	wade		parrot	209	rafters		dimes
171	socks		Martin	210	Huttered	227	
	explore	189			tossed		lollipops
172	smooth	190			hit		
	knives	191	imagine	211	ruined	909	peppermint polish
	marches	•	nine		heap	~~ ()	abalone
173	jelly		actors	212	caused		clinging
	doughnuts			213		996	hatchet
174	agreed	100	stunts	214	Josephus		prying
	chuckled	1972	trumpet		deal		poke
175	Malinda		yet		seventy-five		china
	pupil		delighted	215	parents*	930	loose
176	spend	193	matter		age		repeated
	seven		sold	216	cost	-01	edged
	pleasant	194	Jane		bare	232	engen
177	won	195			toes	233	
	cute	196	gay		buggy		gulls
178	cider		taps	217			
	dissatisfied		drips	218	photographer	400	taught
	special	197	aip		tin	998	cool
179			we'd		velvet		lonely
180	carty	108	dictionary	910	admiring	237	pecped
	fried	199		~1.1	forgotten		tight
	horrow		bumps		• •		instead
	coals	200	•	naa	amazed	238	
181	aslies		rather		bean		broad
182	lucky	201		221	spent		Bown
	flames		spiders		stilf	241	shape
	parior	203	folk	555	collar	242	
183	drawn		worth		carn	243	managed
	red-brick	204	Hipped	223	Hi		fixing
	Johnsonville		argument		Lo.	244	eagerly
184	Rachel		continued		strips	245	tramped
	hoop	205			glaring		sparkling

246	Annabel	263		277	spare	293	burrs
	especially	264	promised		rcalize		snakes
	humming		least	278	bleating	294	attack
	arrive	265			intended	295	Thimble
2:17	you'll	266		279	notice		Maggie
	sweep	267	Barbara	280	flake	296	Shep
	expect		blinking		space		yarn
248	excitement		conductor	281	since	297	immediately
	wren	268	turkeys	282			sharp
249	certainly		lap	283	flour	298	•
	invite		ocean	284	James	299	Noble
250	particular	269	porter		Virginia		hitched
	prefer		berth'		farther		finally
251	inches		cord	285		300	rcins
	square		lid	286	ford	301	
	important	270	Samuel		hoofprints	302	
	enjoy		grain		darted	303	chests
	snuggle		puzzled	287			cupboards
255	husband	271	moment	288	wore	304	-
	refuse		worst		ragged		mysterious
	rid	272	yesterday		trousers	306	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,
256	hake	273	handkerchief		sack	307	
	sense		baggage	000	orchards	308	
257	bench	274		469	leather	309	
	leaked	275	snowbound				
258	peas		Betty	000	settlers		shingles
259	contented		Wyoming	290			boom
260			preparing	291		312	
261	shyly	276	during	292	Jonathan	313	
262	scrubbing		weather		Chapman	314	
	skillet		discovered		wilderness	315	

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